A CONTRASTIVE ANALYSIS OF NOUNS AND VERBS INFLECTIONAL PROCESSES OF ENGLISHAND C'LELA LANGUAGES WITH TEACHING IMPLICATION

BY

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A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIALFULFILMENT OF THE DEGREE OF MASTER'S OF EDUCATION IN TEACHING ENGLISH AS A SECOND LANGUAGE (TESL) DEPARTMENT OF ARTS AND SOCIAL SCIENCE, FACULTY OF EDUCATION. AHMADU BELLO UNIVERSITY, ZARIA

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DECLARATION

I do hereby declare that this study, with exception of references that have been duly acknowledged, is the result of my own research and that it has not been presented either in whole or in parts for another degree elsewhere. However, I alone, I am responsible for any lapses associated with this work.

Sign---------- Date----------

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CERTIFICATION

This thesis: ”A Contrastive Analysis of Nouns and Verbs Inflectional Processes of English and C’Lela Languages with Teaching Implication” by Fatimah Musa Tamba has been read and approved for the award of Master’s Degree in Teaching English as Second Language (TESL)

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DIDECATION

This study is dedicated to my husband MuhammedAliyuDiggi, who believes in women education.

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children and grand-children, for their patience, affection and prayers during the writing of this thesis.

ABSTRACT

This study aims at contrasting the nouns and verbs inflectional processes of English and C'Lela languages with teaching implication in details to pinpoint any similarities and differences between them. To do the contrastive analysis, descriptive design was used to describe the elements of contrast in the study.4000 nouns and 4000 verbs were taken as the population for the study because the universe is heterogeneous and infinitive. Stratified sampling technique was used in arriving at the sample size of 50 nouns and 50 verbs marking a total of 100 words. The instruments used in collecting data for the study are some nouns and verbs.Four research questions are answered to achieve the objectives of the study.An inventory of nouns and verbs inflectional processes of English and C'Lelalanguages are listed to highlight their similarities and differences. Result revealed that, there are restricted numbers of inflectional processes in each language and are used to indicate aspects of grammatical function of a word. Result reveals that there are more varieties of inflectional processes in C'Lela language than in English language. It also reveals that they shared some properties as well as dissimilarities. English represents more irregularities in terms of plurality for nouns and affixation for verbs. C'Lela language exhibitsdistinct plural markers for animate and inanimate nouns. The differences are the major source of difficulties for a native speaker of C'Lela language to learn English language and vice versa, to overcome this, teaching should be effectively and efficiently managed at these different points to smooth the path for learners. Based on the findings of this study, some implications can be drawn for textbook writers, syllabus designers, learners and instructors involve in language pedagogy. Based on the findings the following recommendations were made: teachers should pay more attention to areas that exhibit points of differences, students should be taught the inflectional processes of the second language in differentiation from the first language, textbook writers should include in their text, the items identified as different and allocate more exercises and practice time during teaching and learning and curriculum designers should include the items identified as problems/difficult to the second language learner in the syllabus and allocate enough time for proper treatment of the items.

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DIFINATION OF OPERATIONAL TERMS

1. **Contrastive Analysis:** is defined as a process by which two or more languages are compared or contrasted in order to identify similarities and differences between their linguistic systems.
2. **C'Lela:** is the name of the language spoken by the people who live in the southern part of Kebbi State call Lelnas.
3. **First Language:**this is the first language the child comes in contact with, not necessarily the mother or native language.
4. **Second Language:**this is the language a person learns after the first language.
5. **Strong Hypothesis:** this is a situation where the problem areas of the second language learners are predicted before the learners start learning the second language.
6. **Weak Hypothesis:** this is a situation where the learners go into learning the second language after which problem areas are identified and analyized.

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LIST OF ABREVIATIONS

MT	Mother Tongue
TL	Target language
RP	received Pronunciation
L1	Native language (first language)
L2	Foreign language (second language)
CA	Contrastive Analysis
SH	Strong Hypothesis
WH	Weak Hypothesis
EA	Error Analysis
CLA	Contrastive Language Analysis
ESL	English as a Second Language
BM	Bound Morpheme
FM	Free Morpheme
CAS	Contrastive Analyses
SIL	Summer Institute of Linguistics
ED1	Past Tense
Ed2	Past Participle
ING	Present Participle
S	Present tense (third person singular)
E	Example
MP	Morphological Process

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The history of comparative linguistics has had the wheel of fortune characterized by being exhaustively examined by Fisiak, (1981), Granger,(2003) and Paradowski,(2007).Its validity and usefulness for language pedagogyhas been identified. Structural linguists, the pattern practice theorists and language teachers have derived insight and justification for their work from such approaches to linguistic descriptions. Nothing seems of greater value and potential to language teachers and learners than a comparative and contrastive description of the learner's mother tongue (MT) and the target language (TL). According to James, (1980: iii),"If the structure of the mother tongue could be juxtaposed against that of the target language, course designers, teachers and learners would be better able to foresee difficulties and consequently better able to husband resources and direct learning and teaching effort".Contrasting the lexical items of the vocabulary of different languages is a well recognized and acceptable fact in linguistics. It helps to ascertain areas of similarities and difference between the two languages.

(SIL2004, Aronoff and Fudeman, 2011:45) defines inflection "as the modification of a word to express different grammatical categories such as tense, grammatical mood, voice, aspects, person number, gender and case". Bloomfield (1993:222) sees inflection as "the outer layer of the morphology of word form". Tomori (1977:33) sees, "inflection as morphemes that perform grammatical function in a word without changing the word class of such word". In other words, inflections are added when all derivational and compositional processes are already completed. The plural of "book" is "books" and "baby" is "babies". Inflectional variations are signaled by the presence of inflectional suffixes on the verb, noun and adjective and it does not form a new word

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e.g. speak, speaks, speaking, spoke and spoken. These forms are the variation of the same verb. (Tarni, 2008: 65).

A contrastive analysis of the inflectional processes of C`Lela and English language is an attempt to identify the degree of similarities and differences in their inflectional processes and their teaching implication. The names C`Lela pronounce as [ʧ'lela] is the languageand Lelna, the people in Zuru, Danko-Wasagu, Sakaba and Fakai Lacal Government areas ofKebbi state,Nigeria. Both C'Lela and Lelna are derived from the root word 'Lela'. It refers to the name of the land the Leina people live in. At the same time, Lela is also refers to both the people and the language, (Smith, 2007). C'Lela is predominantly spoken in Zuru Emirate, south east of Kebbi State. It has around 100,000 native speakers (Detteiweiler 2005 and National population, 2009, see Appendix D). C'Lela is known among the Hausas by the name Dakarci. The Hausas also refer to the people as Dakarkari or Dakkarawa (which means foot soldiers or infantry-men) while Cala-cala, Chilala, chilela, kolela,Lalawa, Lilaare alternative names to C'Lela that are in circulation, (Roulands, 1962, Hoffman, 1967, Grimes, 1992 and Aliero, 2013:21).The area comprises four Local Government Areas viz: Zuru, Danko / Wasagu, Fakai and Sakaba of Kebbi State. However, a large number of the people have migratedto the south in search of better farmland.Greenberg (1948),Williamson and Gerhart(1989), Abdullahi and Lawal (1990) and Blench (2010) classified Clela as Niger-Congo, Benue-Congo, Kainji western group 7 G family (see Appendix E).

Abdullahi & Lawal (1990) described C`Lela language as a glottochronology of four Benue-Congo languages these are: Hum-saare (Duka), Gmamhi-wuri (Yauri), Ut-main (Fakai) and Acipa languages. The language is used in the market, Mosques, Churches, amongst friends, and in schools as a medium of instruction in compliance with the National Policy on Education. In orderto develop the language, the C`LelaPromoters and community leaders have convinced the state

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Primary Education Board to useC'Lela as the language of instruction at the lower primary school and in radio broadcasts in Zuru Emirate of Kebbi state. In the same vein,a dictionary of the language is developed and some portions of the Holy Bible have been translated (SIL 2003, Detterwieler, 2012a and Aliero, 2013:5) to further develop and maintain the language.

Clela language also has some dialects which include:

1. Adoma dialect, which is spoken in : Aroma, Northern lela, Roma, Roma-na, Yelmo),
2. Dabai dialect, which is spoken in central Alela
3. Lila dialect, which is spoken in Senchi, Southern Lela, Zuru
4. Ribah dialect, which is spoken in Ribah of Danko-Wasagu

There exist Lexical similarities of 93% - 98% with dialects of Rade, Ribah, Dabai and Senchi; 55% with Hum-saare; 54% with Fakai sub-groups; 47% with Gwamhi-wuri[bga] and 20% with Acipa[acp] (SIL, 2004 and Ango, 2014:1-2)

English language has been standardized and used in Nigeria as the mediumof communication and instruction in schools. Similarly, Clela language which is the languagespoken by the people of Zuru has its orthography standardized in 1996 Detterwieler (2008). The standard form of C`Lela is, therefore,taken to mean the form that is used in traditional worship, business transactions, play ground, school, radio broadcasting, (Aliero,2013:22) and spoken amongst educated Lelna who may also speak other dialects. It is the standard form of the dialects that is to be contrasted with the English standard form that is Received Pronunciation of English (RP) as used in schools. This study will be based on juxtaposing each C`Lela examples with their English equivalent. Such an approach is expected to reveal interesting and important fact about the degree of similarities and differences between the two languages in question in their inflectional processes.

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The researcher has been a teacher of English language for years in the south east part of Kebbi State. The students are mostly Lelna (people who speak C'Lela language). Unlike English language,C'Lela language inflectionalprocess for verb is suffixation and for noun a prefix is attached to inanimate whileanimate nouns take suffixation (Aliero 2013:2 and Baba Waziri 1992:32). For instance, animate like [monkey], '*bingi'* - '*bingi-ni*' and sometimes the final vowel of the root noun delete as in [lion] '*zuru'*- *'zur-nu'*The processes cuts across all verbs and nouns (Baba, 1992). The students over generalized in the formation of the English verbs. For instance, students will produce the past tense of the English verb (go) as (goed), (write) as (writed) and English noun (man) as (mans), (foot) as (foots) e.t.c. Through this experience the researcher observed that Lelna students have problem with English inflectionalprocesses. These errors committed by the students might be as a result of the differences in the two languages inflectional processes.This study is motivated by the researcher's awareness of the negative effect of the L1 on the L2 learning especially, the difficulty faced by CL'ela speakers learning English language in the inflectional processes of English. This inspired the researcher to investigate this phenomenon in order to highlight the causes of such problems and how they can be tackled pedagogically.

1.2 Statement of the Problem

There have been several clarion calls from renowned linguists (e.g. Blench, 1988, Boettger & Boettger, 1991, Dixon, 1997, Crystal, 2000) and so on, for the need to carry out research and further document African languages which have not yet been documented as cited in Baba Waziri (1991:97) and Aleiro (2013:22). This perhaps lends credence to the call by Le Page (1964:80) for linguists to:

> *research into indigenous languages, describe them,prepare contrastive studies, forecast difficultieslikely to be encountered by learners, guide in the preparation of teaching materials……*

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UNESCO (2014) suggests “that bilingual education is best achieved when it is based on the literacy in a language familiar to the learner”. Since the child already learns the basic concept through its first language, it is a natural process for the child to continue using the code he/she is used to. Where the child meets English language in a second language situation, as in Nigeria, the child may encounter difficulty in using the second language with the processes or code of the first language. C’Lela, is a minority language in south east of Kebbi state. It has a large population of students going to school and so would need to effectively use English as a second language. It is envisaged that children from Zuru Emirate may encounter difficulties in learning English as a second language. The problem of developing materials for teaching by language teachers and curriculum designers that is specific to the needs of the learners has always been a problem.

English language inflects most of its nouns and verbs through a few processes while CL’ela language inflects its nouns and verbs through many processes. This might create learning problem to the C’L’ela speakers learning English as a second language. Thus, the CL’ela speakers may be confused by the difference in the inflectional processes of English and vice versa. In CL’ela language nouns and verbs are inflected through the processes of pre-fixation, suffixation, suppletion, zero morpheme and circum-fixation. This may cause learning difficulty to English speaker learning CL’ela language.It is known that English language inflectional processes in nouns and verbs aremostly through, suffixation and suppletionto accommodate the irregular forms of nouns and verbs Tinuoye (1991:11). There are basically three inflectional processes in English language; suffixation, suppletion and zero morphemes.In essence, these differences in the inflection processes in the nouns and verbs of English and CL’ela languages may give rise to learning problem when transforming the English language nouns or verbs into CL’ela and vice versa.

1.3Objectives of the Study

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The objective of the present studyis to describe nouns and verbs inflectional processes in English and C`Lela languages with implications for teaching. This study exhibits the extent to which the two languages are similar or different from each other in their inflectional production and have provided the pedagogical benefits of the study. The specific objectives are:

1. To describe the types of nouns and verbs inflectional processes of English and C'Lela languages using a descriptive model from (Whitman 1970).
2. To conduct the contrastive analysis using Banathy's (1969) taxonomic contrastive models and in the process bring out areas of similarities and differences between English and C'lela inflectional process.
3. To predict areas of difficulties for the learners of both English and Clela.
4. To outline the pedagogical implications for the teaching and learning inflections in the two languages.

1.4 Research Questions

To achieve the objectives of thestudy,the researcher sets the following research questions:

1. What are the inflectional processes of English and C'lela languages?
2. What are the significant similarities between inflectional processes of C`Lela and English languages?
3. What are the areas that pose difficulties to Lelna students learning English as a second language and English native speakers learning C'Lela as a second language?
4. What are the pedagogical implications for teaching and learning inflections in the two languages?

1.5Significance of the Study

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Although general linguistic frameworks for African languages like (Green. 1954, 1963 and Leo, 1982) have dwelt extensively on African languages, the scope and frameworks have been so general that the need for specific research is of particular importance. A contrastive study of the inflection processes of English and C`Lela, is therefore, obvious.

Furthermore, it is assumed that this study couldgo a long way in enriching the growing interest of researches in C`Lela language. This study could serve as a guide to C`Lela speakers intending to learn English language as well as language teachers in the community. In addition, this study is also likely to boost the linguistic inquiry into African languages in particular, and languages of the world in general. Various appeals have been made by educationist and linguists alike, for studies in the field of languages for academic and pedagogical purposes for insights into the nature of interference of L1 in L2 pedagogy.This study would, thus, be seen as a response to the appeal above. This study would contrast the nouns and verbs inflectional processes of English and Clela, to bring out the existing similarities and differences in the way the two languages combine morpheme in order to form acceptable words of the languages and provide their implications for teaching.

Globally, minority languages are dying by the minute. In the 1960s during the Nigerian civil war most of the men of Zuru were enlisted in the Nigerian Army and lived in the barracks. Most of these service men after retirement settled in any part of the country they liked. In the barracks, C`Lela is spoken only by parents but the siblings communicate with their peers using Pidgin English. As such, most of the Lelna aged fifty who were born in the barracks hardly understand or speak the language with fluency. This is because the language is only used by the parents. Therefore, the children of those born in the barracks do not understand or speak C`Lela. This could pose a problem for the language if nothing is done to maintain it. It might become

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extinct in some years to come if nothing is done to preserve it. Furthermore, language teachers, students of linguistics and curriculum designers are at a loss when it comes to designing teaching materials or programs that would suitably meet the need of the learners in their difficulties of learning English as a second language.

The researcher has a firm belief that this study could enhance the maintenance of such minority languages because the work would be documented in print copies. Beside, generations would benefit from this study and give room for others to look at areas related to this study. Nigeria is a multi-lingual nation,to develop languages the National Language Policy stipulates that the child`s first three years of educational instruction be done in the mother tongue (MT**).** A contrastive Analysis of English and C`Lelainflection processescould be of immense importance to teachers of English language, students of English language, curriculum planners, examination bodies, textbook writers, educational administrators and possibly parents.

It is hoped that teachers of English language could find this study valuable because an important aspect of linguistics (inflection process) is being explored using contrastive analysis to ascertain the areas of similarities and differences and their pedagogical implications, the similarities and differences discovered could assist the teacher on which aspect to lay emphasis. The differences in the two languages could provide the learning task for the learners.Curriculum planners would find this study relevant asit would help in making decisions relating to content selection, material, and areas for development. Similarly, examination bodies would benefit from the present study.The findingscould be directed towards the most effective grammatical constructs that could influence best practice in preparing national examinations. Textbook writers couldsharpen their focus on text materials that could enhance real grammatical constructs andthereby,produce texts that are authentic for learners of CL'ela language. This could be achieved

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by incorporating aspects of inflectional forms that are found to be different and possibly difficult for users of English. This study could assist in the areas of language teaching, material development and language testing.

Parents, especially the educated ones, could benefit from the study since the areas that may pose difficulty inthe inflectional processes of English and C'Lela would have been identified and tackled in class. If parents are provided with the knowledge of the two inflectional processes of both languages, they would notice,monitor and guide with joy, the level of improvement in their children's production of inflectional dimension in English language.

1.6Basic Assumptions

It is assumed that where there are points of difference in the two languages that make contrastive analysis of this nature possible and worthwhile.

1.7Scope of the Study

In C`Lela and many other languages, the morphological processes involve inflection and derivation. However, this study does not claim to cover all parts of morphology per se;rather, it is concerned with the inflectional process of English and C'Lela languages. Thus,this study would limit itself to C`Lela and English inflectional processes in some nouns and verbs only. The study used data only from dictionary and textbooks.

1.8 Summary

This chapter gave an overview of C'Lela language describing, among others, the origin of the language family group and dialects. The chapter also dealt with crucial research matters such as inspiration, statement of research problem and questions, objectives, significance of the study, basic assumptions and scope and limitations of the research.

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CHAPTER TWO

Literature Review

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2.1Introduction

In the history of foreign language teaching and learning, applied linguists have made several attempts to ease the difficulties of the learners. Several methods of teaching based on different psychological theories of language learning have been proposed and tried out. Such innovations have been more rigorous since the 1950's. The emergence of contrastive analysis (CA) in the 1950's and the error analysis (EA) in the 1960's laid a theoretical foundation for the major research works carried out in the second and foreign language teaching from the 1970's till date.

This chapterasserts the place of (Contrastive Analysishenceforth) CA in applied linguistics. It explores the theories of CA, controversies surrounding it, its emergence and its strength and weaknesses. The chapter also reviews some previous studies in CA, its relevance today and the suitability for conducting linguisticstudies within well established conceptual frame work.It also discussedmorphological and inflection concepts; their variations, processes andtypes. At the end of the chapter, the study discusses both contrastive and analytical models that wereused and why they were selected for the study in preference to others.

2.2 Contrastive Analysis,Theories and Practice

Contrastive Analysis is always concerned with a pair of languages and founded on the belief that it is possible to compare two languages. According to James(1980:3), CA belongs to Applied Linguistics and it is defined as, "The comparison and or contrast of selected linguistic structure across two or more languages, dialects styles or idiolects, regardless of the original purpose of the study" (Selinker and Selinker 1972:2). CA could simply be defined as,"a process by which two languages are compared in order to identify similarities and differences between their linguistic systems" (Banathy, 1969, SIL, 2013, Volker,2013).CA aids us infinding linguistic universals (Greenberg, 1960 and James 1972). The present study is a CA because the inflectional processes of

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English and C'Lela languages would be contrasted to bring out the similarities and differences that exist in the two languages.

According to Fisiak, (1978:10) andJames, (1980:8),there are two types of CA: the theoretical and the applied. While the former looks for realization of a universal category in both languages A and B,the latter addresses itself to the problem of how a universalcategoryX realized inlanguage A as Y isrendered in language B. However, as James (1980: 142-3) cautioned that the two should not to be treated as independent of each other because applied CAsare interpretations of theoretical CAs rather than independent executions.CA is a tool for assessing linguistic relationships existing between two or more languages.Its concern is basically between the cross linguistic influence existing between the source and the target languages. Many contrastive studies on learners from different L1 backgrounds have indicated learning differences to be due to cross linguistic influence (Ardand Homburg, 1983;Andrews, 1984;White 1985;Schumann, 1986; Apple and Muyaken, 1987 and Singler, 1988). Cross linguistic influence is, however, bidirectional because both L1 and L2 influence each other pedagogically. For instance, Spanish in many ways is similar to the English (see Stockwell et al 1968 and Lee 1968) and so the priorknowledge of Spanish as L1 is in a position to influence a Spanishnativespeaker's performance in learning English as L2.Both, Weinreich's (1953) and Haugen's (1956) studies were primarily targeted at how target languages influence the command and maintenance of the native languages of the learners.

The uniqueness of cross linguistic influence bi-directionally makes James' (1980:9) assertion that CA is concerned with the influence from the native to the target language as contentious. The assertion is contentious because CA findings can be advantageous tothe L1 just as to the L2.For instance, by contrasting English and C`Lela, the findings arrived at, have the potentiality of facilitating C'Lela native speakers learning English as L2 and vice-versa.Two key

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terms underlie the concept of cross-linguistic influence, similarity and difference, between the source and target languages. The implication for CA is directly linked to the structuralists belief that linguistic differences between L1 and L2 makes learning of the L2 difficult and conversely, when the two languages are similar, then learning will be easier(Lado, 1957:2 and Banathy, 1969:7). This study would therefore, assert if the statement similar/different as easy/difficult are true.

This assumption was not only criticized by Pica (1984) but this critic went to the extent of postulating contradictory claims. When two languages share similarities then confusion is very likely to occur and learning may be difficult. Such a claim, however, must have originated from Error Analysis (EA) but this is far from being the case in this situation. Otherwise, one would expect Chinese native speaker to have less difficulty in learning English than Spanish native speakers. In spite of this, it does not mean that we should rule out all possibilities that there may be some learning difficulties when there are some differences between learner mother tongue (MT) and the target language (TL). Furthermore, there are errors that do not appear to confirm to the similar easy synonymy cited above. For instance, Spanish has theverb –to –be equivalent to that of English language but Spanish native speakers learning English are found to be omitting such verbs as in, 'that very simple' (Peck, 1978, Butterworth and Hatch, 1978, schumann, 1978 and Shapira, 1978).

Odlin (1989:36) has outlined elements as the varied effect that cross linguistic similarity-difference dichotomy can produce contrastively: positive transfer, negative transfer and differing length of acquisition, i.e. rate of proficiency.Generally, definitionsconceptualize CA as operationally performing pre-identified problem, predict difficultyand identifyerrors to which James (1980:145) added a fourth dimension,that of understanding the tenacity of certain

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errors'conceptually. CAis, therefore,necessarily concerned with the extent to which the structure of the native language is a cause of the errors expected to be exhibited by the learners as they strive to function in the second language(Bell, 1981:181).

The predictive basis of CA led to two conceptualviews, hypothetically:

a. The strong hypothesis

b. The weak hypothesis

The strong hypothesis (hence forth S H) claims that the deviant behavior of the learner of an L2 exhibits the direct consequence of the transfer of the L1 into the L2. Proponents of this hypothesis such as Fries, (1945), Lado, (1957) and Schachter (1974), states that once CA is done, problem areas are identified even before learners' starts learning the L2. They state that even instructional materials should be selected based on the anticipated errors. This predictive power of CA isunderlined in (Fries 1945:9) and (Lado 1957) when they stress that, "The most efficient teaching materials will be those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the language of the learner".

Critics of SH include,among others,Koning and Gast(2008);that SH has been criticized for its over bearing approach to the analyses of errors'; it has failed to recognizeother factors which influence learning. Some of these failures includeindividual learning pace,for instance, fast learners and slow learners; the physical state of the learner; the socioeconomic state of the learner as well as motivation such as his determination to learn due to instrumental reasons and so on. Whileits claims on inter-lingual errors are accepted, it is by no means the only source of L2 error. Operationally, provision is not made in the hypothesis for the productive power of one model in relation to the other. For example, Sector Analysis by Allen (1972) may predict more errors than Generative

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Models (Chomsky 1957) depending on the type of linguistic item(s) being contrasted and vice-versa.For pedagogical reasons,thus, SH may be amenable to the predicting non errors, which in turn may question the feasibility of generalizing its prediction.

The weak hypothesis,(hence forth WH) is a relaxed position of SH accepted by such contrastivist as Wardhaugh (1970).Rather than 'a priori' stance of the SH, the WH takes a 'posteriori' stance in which learner's error aregathered first before analysis (as in EA). It proponents claim that the structure of the L1 provide only a partial explanation of the phenomena involved in L2 learning. They claimed that errors are not only inter-lingual but also intra-lingual or developmental. There are in addition to this, the extra-linguistic factors such as informality, handicap and so on to be considered in the process of analyzing error (Corder, 1967; Richard, 1970; Nemser, 1971; Selinker, 1972; Mario, 1978; James, 1980; and Odlin, 1989).This hypothesis shares most of the criticism against SH and also those of EA.For instance, it shares with EA weakness of waiting for errors to occur before tackling them instead of devising a means of preventing such errorsoccurring in the first place.

The present study considers the SH as the most forthright and result-oriented because many studies have been completed in support of the SH. For instance, Adeyanju (1971) finds CA capable of predicting global and local errors of the Hausa students learning the sentence pattern of English, Ebraham (1975) of Afghan students. Similarly,Olaofe (1982) justified the use of CA for predicting verbal errors of Yoruba students learning the English verbal errors and many others. This study is CA and one of the tenets of SH is the viability of CA to predict most, if not all learner`s errors or language problems. This explains why SH advocates believe that the most efficient teaching materials can be developed more or less entirely on the basis of the prediction of learning difficulties as a result of interference and be graded in hierarchy of difficulty.Therefore, this study, fully subscribes to all SH tenets. Although, variouscriticisms arelabeled against it, there is need to

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note that, the shortcomings arecommon to most hypotheses, not only in humanities but also in the physical sciences in which testabilityare the hallmarks of credibility,

2.3 Contrastive Analysis (CA)Controversies, Strength and Weakness

Despite the criticism about the validity of CA to contrast languages,such as; over inclusiveness (Markey, 1966:111-2, Wardhaugh, 1970:3-13 and Martin 1972), lack of a unified theory and dubious statements (Adeyanju, 1978),Rivers (1978:151) asserts that it has proved to be a viable tool in the overall diagnosis of both linguistic and pedagogicalinsights into second language learning. As Lado (1968:124) observed;“prediction from CA have been tested experimentally in the studies involving a sufficient variety of languages and experience to justify their status as the laws of transfer across language" (also Odlin (1989).As such CAhas provided insight into the nature of language itself and the system through which people code their meaning in a given language

There are numerous studies in CA that cut across almost all aspects of linguistics in relation to man.For instance three studies of student performance in written tests of English as a second language(ESL) indicate that speakers of languages with 'articles' tend to use the English articles more accurately than do speakers of languages not having articles (Oller and Reading, 1971, Kemp 1975 and Rigbom, 1976).This ability to use articles was also confirmed by 'Speaking Test' studies which arrived at the same findings (Dulay and Burt 1974 and Fathman 1977). In CA of Tiv and English, Shaaho (2000)identified areas of divergence where the English verbs have morphological inflections indicating all shades of the past tense (simple past and present perfect as in "do" "did" "done"), whereas the Tivverb has one inflectional form in both the simple past and past perfect tense.In CA of FrancoPhone Cameroon and English,Fornkwa (2012) found that French interference in the morphological parameter setting for the use of the 'S' affix. Learnersomit the`S`affix where itsuse is necessary and over generalized the affix to exceptional situations in relation to

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verbs.Learnersface difficulty in inflecting the verb to indicate the various verb forms.In the CA of Franco Phone Comeroon and English (Ntankea, 1989, Neba, 2002, Kameni, 2004 and Etame (2005) also observed that learners tend to over generalize in the use of the-edmorphemes as a past tense marker to irregular verb.Harza (2008) in a CA of Arabic and English found that Arabic has six affixes while English has only three. In a CA of English and Hausa sentence structure,Adeyanju (1971) identified areas of difficulty for Hausa native speakers learning English.Such as, the concept of past versus non -past concord in the use of 'E' and X word in shifted position , word order in noun cluster, intensifiers and so on (Adeyanju 1979). Following the same processes as Adeyanju (1971), Olaofe (1982) also contrasted English and Yorubaverbal systems and found that although Yoruba and English have similar notion of tense,the two languages use different items in the expression of tense (see also Olaofe 1983 215:8).

In the same vain, at the discourse level Junko (2010) carried out a CA of English and Japanese and found out that Japanese learners negatively transfer from first language L1 in to the second language L2 by using dislocation and the adversative passive structure, while simultaneously using hedges and aggressive words.In the same vein, in a CA of English and Italian Pound (2005),revealed that "argumentative" attitude is expressed through similarstrategies in English and Italian letters.But significant differences have also emerged visibly at linguistic level which could be assessed in the light of the cultural expectationsurrounding the type of genre.

At the discourse level, Lindfors (1972) carried out a CA study of fourteen novels written in English by Yoruba and Igbo co-lingual groups and found that Igbo novelist rendered a situation as faithfully as possible and used proverbs to add emphatics weight propositionally, whereas novels from Yoruba background often engage in verbal excesses. In another CA of English and German, House

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(1996), identified that German subjects tend to use fewer conversation routines and there was less reciprocity in the use of moves such as 'How-Are-You'.

In essence, while many CAs provided useful and highly perceptive information about the language they compared, a lot of work on this area of language study still remains to be done. Even world languages such as English have not been exhaustively studied let alone developing languages like C'Lela. The present study is, therefore, an additional attempt to widen the scope of CA.

However this study recognizes the following already existing efforts of scholars in the field of CA: that CA is viable tool in overall diagnosis of both linguistic and pedagogical insight (Rivers1978:151); that CA enables us to experimentally study the laws of transfer in language productions (Lado 1968:124); that CA provide useful insight into the nature of language (Odlin, 1989); that CA enables us identify areas of difficulties for speakers of L1 in learning L2 (Adeyanju, 1971 and Olaofe 1982); that there could be negative transfer in language learning/production from L1 to L2 (Junko,2010) and that cultural soundings can interfere in learning of an L2(Ponud, 2005).

This far, the extent of studies on C'lela language have focused mainly on orthography, phonology and sociolinguistics,(e.g.Baba-Waziri, (1991) who worked on phonology;Grimes, (1992) and Dettweiler (2001, 20005, 2012a, 2012b)who worked on phonology, grammar and orthography, Ango (1994, 1996)who worked on orthography e.t.c as cited in (Aliero, 2013:23). The morphological aspect of the language has remained unexamined; the consequences are that the C'Lela language's distinctive morphological features and related morphological processes are yet to be brought to light. The present study would outline the nouns and verbs inflectionalprocesses of English and C'Lela as well as contrasting the processes in order to identify their similarities and differences with their teaching implications which isa departure from the above mentioned studies.

2.4Morphology:Morpheme and Categories of Morphemes

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Morphology in linguistics deals with the formation of words in reference to natural language (Aliero, 2013:2). Morphological studies describe and analyze morphological patterns of human languages. It derives its inspiration from a wide range of morphological theories that provides a set of tools and concepts needed for adequate descriptions, analysis and/or explanation of the structure of individual language. It has been established, for example, that words are formed according to general rules and principles internalized by speakers of a given language. This implies that speakers of a language presumably have an innate capacityto generate and extend the stock of words in that language based on morphological processes peculiar to that language, (Marchand, 1969 and Katamba and Stonhom, 2006). Hence, in order to understand how words are formed in a language one must have some insights into how words are formed in the first place, in order to be able break them apart and analyze them appropriately.

The term morphology has been taken from Biology, where it is used to denote the study of the form of plants and animals. It was first used for linguistic purposes in 1959 by a German linguist known asSchleicher.Solman (2001) referred to the study of form of words, as ‘morphology’.In present day linguistics, the term morphology refers to the study of the internal structure of words and of the systematical form-meaning corresponding between words.The notion systematic in the definition given above is important.For instance, onemight observe a form difference and a corresponding meaning difference between the English nouns 'ear and hear';however, one may conclude that this pattern is not systematic as there is no similar word pair and new words cannot be formed. Williams(2004:98),Haspelmath and Andrea(2010:132)and Aronoff and Fudeman (2011:12) defined morphology as,“the mental system involved in word formation or that branch of linguistics that deals with word formation”. (Haspelmath et al 2011 and Aronoff et al 2010)opine that,“linguists used the term 'morphology' to refer to the part of grammar

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that is concerned with word and word formation and contended that nothing is more important in language than the word".

Tomori(1977:25), Singleton (2000:34) and Aronoff et al (2011:2) have defined word as "the smallest free form found in languages which have semantic and/or grammatical significance".The most important element of word structure is the morpheme, which is the basic concept of morphology.Morpheme is the minimal meaningful unit of grammatical analysis, (Tomori (1977:16), Aronoff et al (2011), Acheaoh (2012) and Irbrahim (2012). Aronoff et al (2011: 2) assert that "a major way in which morphologists investigate words, their internal structure and how they are formed is through the study and identification of morphemes" because they are the basic units of morphological analysis in any given language. There are two types of Morphemes, (Brown and Muller 1991, Singleton, 2000, Yule 2001, Jibir-Daura, 2012 and Irbraham 2012,), viz: free morpheme and bound morpheme.

Free Morpheme: isreferred to as a morphological unit which can stand alone without an affix Singleton, (2000:34)e.g.

(E 1)C`Lela/ English:*yá*(eat), *nǒká*,(come)*sŏmá*,(run)*náámŏ*(meat),*kátá*(shoe) *and kǒmá*(shoe),

Bound Morpheme:bound morphemes "are morphemes which can only be meaningful or functional as parts of words" Singleton (2000:34). They cannot exist in isolation. They include:

(E2) English:(ness), [ful], (ation), [ed], [s], (ment), etc as in (happy)–(happiness), (beauty) (beautiful), (operate)–(operation), (walk)–(walked), (boy)–(boys) and (manage) (management).

C`Lela:*/c, n, k, wá,yá/*,etc as in *ḱátá'* – (shoe),*'c`kátá'* – (shoes), *'zŭrŭ'* –(lion),*'zŭr'nŭ'* – (lions), *dámrá* – (big),*k`dámrá* –(biggest),*wá wántá*– (girl),*yá yántá'ná*–(girls)

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Ebrahim (2012) states that, 'free morpheme i.e. lexical morpheme carry the context of the message as boy, man, house etc.The set of the bound morphemes aredivided in to two, derivational morpheme and inflectional morpheme. The former has to do with the making of new words in the language of differentgrammatical category such as–ness whichchanges the adjective happy to noun-happiness and the later inflectional morpheme which is the concern of this study, is used to show aspects of grammatical functions of a word in English such as plural [S] past tense [ed] comparative [er] or possessive [s] and in C'Lela such as singular and plural *[c]*, the past tense [*kv]*and thecomparative*[d]*the part of the word combine in a particular order. A change in the orderof the morpheme leads to ungrammatical forms (Yavuz and Turan(2000).

2.5 Principles for Morpheme Identification

Tomori (1977:25-9)highlighted six principles for morpheme identification in linguistics as listed by Nida (1946). For the purpose of this study, principle two, three and four are chosen as being relevant. The three principles are explained as follows:

Principle 2: Forms that have a common semantic distinctiveness but differ in phonetic form i.e. in the phonemic order of the phoneme may constitute a morpheme, provided the distribution of the formal differences are phonologically definable (Tomori 1977:26). In this case /s/, /z/ and /iz/ in English can be explained by the law of phonological condition while theC'Lela equivalent /c/ and */s/* can be explained by the law of morphological condition.

Principle 3: Form which has a common semantic distinctiveness but difer in phonetic form in such a waythat their distribution cannot be phonologically defined, constitute a single morpheme if the forms are in complementary distribution in accordance with the following restrictions:

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He cited the example of (oxen), (children), (memoranda), (larvae), (hats), and (hoes). The elements /in/, /ren/, /æ/, /i:/, /s/ and /z/ have a common semantic distinctiveness.

Principle 4: An overt formal difference in a structural series constitute a morpheme, if, in any member of such series, the overt formal difference and a zero structural difference are the only significant features for distinguishing a minimal unit of phonetic-semantic distinctiveness. In his analysis,he noted that there is an overt difference between the linguistic form for instance in English (foot) – (feet) and in C'Lela *nŏcŏ - néhná*gloss [person – people]and also noted that a zero structural difference is the technical way of saying that there is no perceptible difference in a structural series e.g. one sheep, two sheep, (Tomori 1977:25). The C'Lela equivalent,*m'hŏ*(water) and *m'tŏn* (ash) stand for both the plural and singular forms.

The concern of thisstudyis morphology (inflection processes) as such principles 2, 3 and 4 are directly relevant to this study. For instance, Principle 2 has to do with phonological conditioned items; Principle 3 has to do with plural formation of words and Principle 4 irregular plural forms of words.

2.6 Morphological Processes

Morphological process is definedas "A means of changing a stem to adjust its meaning to fit its syntactic and communication context" (SIL 2004).Some kinds of morphological processes include, affixation, pre-fixation, suffixation, circum-fixation, modification, reduplication,in fixation, suppletion compounding and internal change.

Affixation: is the morphological processwhereby an affix is attached to a root or stem e.g.

English:(-s) plural morpheme (– ed) tense morpheme,(Mathew, 1991:131 and Singleton 2000:34).

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C`Lela: -*c* plural morpheme *k*tense morpheme(Baba, 1992).

Pre-fixation: is the morphological process whereby a bound morpheme is attached to the front of the root or stem (Singleton, 2000:34 and SIL 2004) e.g.

(E3) English:(irr) and (un) as in (regular) – (irregular), (happy) – (unhappy).

C`Lela: *'c'* and *'k'* as in *c`kŏmá* – (hands) and *k`dámrá*– (biggest).

Suffixation: is themorphological process whereby bound morpheme is attached to the end of a root or stem e,g,

(E4) English: (er), (-ed), as in (tall)–(taller) and (walk)–(walked).

C'Lela: *[nv]* the plural marker as in *gwélé* – (goat) and *gwélné* – (goats). *[kv]* the past tense marker as in *sŏmá* – (run)*sŏmká*– (ran).

Circum-fixation:is morphological process whereby affixation occurs on both sides of the base, (Singleton 2000:34 and Haspelmath, 2010:20) e.g.:

(E5)C'Lela: *'yá'* – (eat) and *'ciyá'kŏ'* – (eating) but this does not apply in Englishinflectional process.

Modification: is a morphological process which produces an alteration within the root or stem e.g.(man)-(men). The root man is modified when it undergoes the pluralisation that result in the form men (Mathew 1991-136), not applicable in C'Lela because words are not inflected using modification process in the language.

Suppletion: is a morphological process in which a morpheme is replaced with an entire different morpheme to indicate a grammatical contrast, for instance in:

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(E6) English past tense (go) – (went) and in noun plural C'Lela *'wá'* – (child) and *'ákná'* – (children).

Reduplication: a morphological process in which roots or stem or parts of it is repeated e.g. complete and partial.

(E7) C`Lela: *'mázî'* –(quick) and *'mázîmázî'*–(quickly), English inflection does not use this process for any of the inflectional items.

This formation processes provide useful theoretical basis why the inflections of one language differ from another. For the sake of this study, the researcher could use the knowledge of the processes involved in the understanding and describing the basis of differences between English and C'Lela language.

2.6.1 Morphological Types

In linguistics there are two major morphological types as identified by Tomori(1977:32); these are additive morphemes and replacive morphemes. Additivemorphemes are morphs added to the base word either as suffix or prefix.For instance, in English language(ed)–(walked), where (ed) is added to (walk) and in (boy) – (boys) where the morpheme- (s) is added to boy and in C'Lela language *c'kátá*– (shoes) where the morpheme *c* is added to *kátá*. They are phonologicalallomorph; their alteration could be described by a rule of pronunciation (Haspelmath 2010:25).

Replacive morpheme is where some sounds in the morpheme are replaced to change the form of the morpheme in to either past, plural etc. For instance the case of (foot)-(feet), the sound /i/ replaced the sound /u/ in plural formation of the word, (take)-(took), the sound /u/ replaces the sound /i / in the past form of the word further examples are stand-stood, goose-geese, man-men,

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these are weak suppletive allomorph and they exhibit same similarity, but this cannot be described by phonological rules (Tomori, 1977:25). Similarly, in C'Lela we have *'ŭbŭ'* (house) – *'c'bŭŭ'* houses and *uv'tárŭuwá* (needle) -*s'társŭwá*(needles).

A special type of replacive morpheme function takes places in the case of (go)-(went)-(gone), in this series, it is not just a simple case of sound replacing another one in the heart of the word changing (Tomori 1977:32-33 and Haspelmath et al 2010:25) who called this 'strong suppletiveallomorphy and they exhibit no similarity at all, for instance, (good)-(better), (bad)-(worse). Similarly in C'Lela there are words like *wá-* (child), *ákná* – (children) and*nŏcŏ* -(person),*néhná* – (people) which are also suppletions.

Haspelmath et al (2010:26), assert that, "when describing the allomorphy pattern of a language there is need to ascertain the condition under which different allomorphs are selected" and they identified the following kinds of conditions: phonological, morphological and lexical conditions: ByPhonologicalcondition, it means the choice of allomorphy that depends on phonological context,for example, the plural formation depend on the final sound in the stem. Morphological condition has to do with thechoice of the allomorphs that depends on morphological context e.g:C'Lela */'c','m', 's'/*depending on the language's morphology while lexical condition has to do with the Choice of allomorphs that depends on the individual lexical context, for example, past participle (-en)/(-ed) is predictable and depends on individual verb.

From the foregoing explanation of the morphological types, this study finds the following as being useful to the study: that each language is unique in its morpheme categories; that some morphemes can be bound or free; that there are different possibilities in the inflectional processes depending on the nature of the language in which the morphological processes are formed; that the

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formation of inflections, language differ by either adding affixation, circum-fixation, modification, or infix and finally that there are two major ways or processes of morphological changes; replacive or additive.

2.7 Inflection Paradigms (variation)

A paradigm has been defined by Francis (1967: 187) as, "the system of morphemic variations which are correlated with parallel systems of variation in an environment". Similarly,Tomori (1977:21) explains the term to mean, "the series of changes in the shape of linguistic form which matches a series of changes in position". English regular verbs have five inflectionalvariations (Tomori (1977:38) andTarni (2008:59). That is, English –(walk), (walks), (walking), (walked), and (walked) i.e. the base form, (s) form, (ing) form, (ed1), and (ed2) forms. Noun has two inflectional variations:(man) – (mens) and (men)(i.e. base, possessive and plural). Adjective have three inflectional variations:(tall), (taller), (tallest) i.e. base, comparative and superlative and adverb have three inflectional variations: (badly), (worse) and (worst) i.e. base, comparative and superlative.

The System of morphemic variation in each of the above paradigms correlates with a parallel system of varied linguistic environment.The verbal form (walk), (see) and (wash) areused in identical linguistic environment; they transform to(walks), (sees) and (washes) in a differentgrammatical form.Similarly, in C'Lela there is verbal form *'hŭgcŭ'*–(walk) *'a'hŭgcŭ'*– (walking), *'hénḗ'* –(see) *'uhénŏ'*– (seeing), *'hénké'*– (saw) and *'lálkŏ'*– (talk), *'s'lálkŏ'* (talking)Therefore, we note from this analysis, the set of verb and noun, adjective pronouns and adverbs forms, listed above are said to be in paradigmatic relationship with one another.Inflectional process is the main concern of this study. As such, inflectional paradigm is a concept that is of paramount importance to this study because this study intend to make a contrastive analysis of English and C`Lela language inflectional processes.

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2.8Inflection

Inflection is a process of word formation in which items are added to the base form of a word. Mathew (1974) sees inflection as, “any form of change which distinguishes different grammatical form of the same lexical unit”. Going by this definition the change that occurs in the word (boy) and (boys) when pluralized is referred to as inflection. The major concern of inflection is the change that does not change the word class. Jibir-Daura, (2012) argues that inflectional morphemes are not involved in word formation and they never change the actual grammatical category of the free morpheme which they are attached. In this case, when a morpheme is attached to another morpheme, it will still maintain its class. She further states that the bound morphemes make small adjustment to words that they may signal tense, person, case and number. In line with the above, Tomori (1977:33) describes an inflectional suffix as, “a morpheme that performs a grammatical function in a word without changing its word class”. These grammatical functions are what Aronoff (2011:47) describes as past, present, singular, plural and so on.

Inflectional system organizes the form of word into systematic grouping of paradigms. There are essentially two sorts of function subserved by inflection. Any inflection that signalsan aspect of meaning is grammaticized, such as number or tense. This means that the words of a given class obligatorily signal the grammatical distinction: thus, the verbs in English have to have a past tense (even if these are not actually distinct forms as in the words (put), (cut) etc. Since the concern of the study is mainly the nouns and verbs inflectional processes that occur in English and C’Lela languages the knowledge of the concept inflection is pertinent. It is therefore useful to have a clear understanding of the concept of inflection.

2.9Types of Inflectional Affixes

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Jacson, (2000) identifiesnine English inflectional affixes in English language and summarily presents them as/-s//-s/ possessives, the /s/ plural, the(er) comparative, the (est) superlative, the (s) 3rd person present singular, the (ing) present participle, the (ed) past tense and the (en) past perfect.

The /s/, /z, /iz/ suffix serve three different grammatical functions in English.

1. It marks the plural

2.It marks the possessive and

3.All verbs in the present tense 3rdperson singular (Tomori, 1977).

From the foregoing, the study wouldseek to identify nouns andverb inflection affixes of CL'ela language as (Tomori, 1977 and Tarni,2008) did for English language. The study would portray the nouns and verbsinflectional processes of CL'ela language and contrast them with that of English language. This would be done by identifying the inflection affixes of both English and CL'ela languages and contrasting them to see where they are similar or different. For instance, the English (ed) past tense morpheme and theCL'ela */k/* past tense morpheme.

2.10.1 Noun Inflection in English and C'lela

English nouns have only two inflectional forms; these are: the possessive form as in man- man's and the plural form as in man-men (Tomori 1977:36) both forms are morphologically conditioned as explained above.The three allomorphs /-s/ /z/ /iz/ are of both plural and possessive morphemes and they are represented by the morpheme /s/ in English. The principle in verb above applies to noun adjectives as well. Besides,there is the zero allomorphs for the plural number as in: (sheep) – (sheep), (deer) – (deer). Similarly, in C'Lela two allomorphs *'c'*and *'s'* are both plural morphemes,

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but unlike the English plural marker /S/ the C'Lela plural markers *'/C/'*and *'/S/'* are morphologically conditioned and zero allomorphs for plural marker as in *'nama'* – (flesh), *'nama'*– (fleshes) and *'m'tǒn'* – (ash) and *'m'tǒn'* – (ashes).

Tarni(2008:62)assert that, "Some nouns have their plural formed with the addition of /en/ or/ n /with or without a change in the base"e.g.(ox) – (oxen), (child) – (children) e.t.c. There are irregular forms such as:(memorandum) – (memoranda), (schema) – (schemata). In CL'ela, there is a similar process where *'neta'* – (woman) singular which change to *'nétá'ná'* – (women) plural, *'nŏcŏ'*– (person) and *'néhná'* – (people) and *'wá'*– (child) and *'ác'ká'* – (children) e.t.c.

From the foregoing, this study would seek to identify nouns and verbs inflectional affixes in C'Lela as Amvela(2000) did for English language. Further to this, it would be useful to classify the nounsand verbs inflection in C'Lela and contrast it with that of English language as Tomori (1977:38) identifies in English language for instance, nouns(girl) – *'wá'wántá'*,(girls) – *'yá'yántá'*, (leg) – *'unáʼ*, (leg)– *'s'ná'*and verbs (sing) – '*sépá'*, (sang) – *'sépká'* e.t.c.

2.10.2 Verb Inflection in English and C'lela

Inflection is highly productive in English word class of verb,Tinuoye (1991:10). English verb have five inflections, (Tomori, 1977:38, Tarni, 2008:59) e.g. are: walk, walks, walking, walked,walked, and they can be referred to as the infinitiveto go, to walk; the –s form; the –ing form; the –ed1 form; and the –ed2 form. The third person singular or agreement

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morpheme(Tinuoye 1991:10) walks,goes,the "ing" form. (Present participle or gerundive form) walking going, the –ed form (past tense) walked went,and the –ed form (past participle) walked gone (Tomori, 1977:38 and Tinuoye 1991:10). CL'ela is also an inflected language. It has three verb inflections, (Baba-Waziri 1992:33) e.g. *'héné' (root)* – (see), *'hé'nŏ'*(present continuous) – (seeing) and *'hén'ké'* (past tense) – (saw).

The third person singular form signaled by the morpheme (-s) has three phonological conditioned allomorphs /s/,/z/ and /iz/ also in C'lela language, the plural marker */c/*has twoallomorphs*/c/* and */s/*but unlike the English allomorphs they are morphologically conditioned. The */c/* morphemic pre-fix comes beforeinanimate objects or plants and objects that are spherical in nature of small size for instance, (eggs) –*'c'gyán'*, (mouths) –*'c'nwá'*, (ears) – *'c'cŏn'* e.t.c. while the /s/ morphemic pre-fix comes before inanimate of small and medium size and usually characterized by items with relative length or things that are slim, tin or slender for instance, (trees) –*'s'cé'*, (tails) – *'s'twéeré'*, (seeds) – *'s'gŏ'* e.t.c.The principle may be explained as follows: the English /s/ sound follows unvoiced consonants as in 'cats' /kaets/; /z/ sound is produced with vowels and voiced consonants as in John's /dz nz/; /iz/ after affricates /ts/ and /dz/ e.g. churches /ʧʌʧiz/ and fricatives as in kisses /kisz/; roses /rɔʊziz/. C'lela language has three verb forms of -ing*/a/, /u/* and*/o/*as in *ɭává'* – (sleeping), *'yáu'* – (eating) and *'henŏ'*–(seeing)while English language–ing has only one form. The /-ed/ and /-en/ forms of the singular verbs have three allomorphs /t/ /d/ and /id/which are also phonologically conditioned.The sound /t/ is used after voiceless consonants as in (walked)/w/ (played)/pleid/ (cried)/kraid/ (bombed)/bɔmd/,(hugged)/hʌgd/, /t/(stopped)/stɔpt/,(missed)/mist/,(rushed)/rʌʃt/ /d/after voiced consonants as in (robbed) /rɔbd/ and also after vowels as in:(housed) /haʊsd/ while /id/ occurs after /t/ or /d/as: (rented)/rentid/,(guided)/gaidid/,(bumbed)/bɔmd/. In contrast C'lela language has only

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one form of (ed) *[kv]*suffix which attaches to the baseas in *'láv'ká'* – (slept), *'yá'ká'* – (ate), *'hŏ'ká'* – (killed) e.t.c.

There are irregular endings e.g.(go) –(went) which is always referred to as morphological suppletive,some verbs e.g.(cut) – (cut) have zero allomorphs but the zero allomorphs are suppletive forms and are still allomorphs of (-ed) while others have strong verbs, which Hockett refers to as 'portmanteau morphs as cited in Tarni (2008:60)e.g.

(See) /i:/ changes to(saw) /ɔ/

(Take)/ei:/ changes to(took) /u/

(Come) /ʌ / changes to(came) /ei/ (Tinuoye, 1991:10)

2.10.3Adjective Inflection in English

Adjectives are not inflected for person or number in modernEnglish (Tomori 1997:38).The only surviving form of inflection is for the formation of comparative and superlative degree (Tomori 1997:38). The morphemes for the formation of regular comparative degree is –er as in higher and superlative (–est) as in highest.Polysyllabic adjectives in English, normally form comparative and superlative degree syntactically and not morphologically (Tinuoye 1991:11 and Tomori 1977:38)by the addition of lexical items (more) and (most),which may be considered as allomorphs of (er) and (est) respectively added to their comparative and superlative degree, e.g. :(beautiful) – (more beautiful) – (most beautiful). The morphological process of suppletion is also relevant to adjectives (Tinuoye 1991: 11) especially in word like:(good) – (better) – (best).

2.10.4 Adverb Inflection in English

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Morphological process in English in adverbs are at times inflected with the morpheme (-er) and (-est) for their comparative and superlatives degree (Tomori 1997:38 and Tinuoye 1991).For instance 'hard' as an adjective and as an adverb, other examples are: soon – sooner – soonest, Periphrastic inflection is also applicable in adverbs syntactically formed as well,for instance:(quickly) – (more quickly) – (most quickly). The process of suppletion also occurs with the English adverb e.g.:(badly) – (worse) – (worst). Among the key concepts in this study is inflection. Therefore, it is important to identify the types of nouns and verbs inflections in the languages of contrastsince they are the elements of contrast in the CA.

From the foregoing, it is fruititious for this study to learn that the English language verb has five inflections (Tomori, 1977:37; Tarni, 2008:5). The second thing one can borrow is that English language nouns can be transformed into plurals based on morphological grounds (Tomori, 1977:37). However, there are exceptions where the process of suppletion occurs. Essentially therefore, the inflection of the English language nouns and verbs would be compared with that of C'Lela with a view to identifying the basic similarities or differences in the inflectional processes between English and C'Lela languages.

2.11 Types of Inflection in C'Lela

In C'Lela language, like in English language, different processes occur in the formation of inflections in nouns, verbs,adverbs and adjectives.These would be discussed one after the other.

2.11.1Noun Inflection in C'Lela

In C'Lela language, nouns are inflected in various ways. First, there are distinct plural makers for animate nouns.Inanimate objects have their own markers (Baba Waziri 1992:22). For animate

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nouns, three rules apply, with some exceptions' (Baba-Waziri 1992:22). The rules are:(as in Hoffman1967)

i. The *[nv]-* insertion within the last syllable of the root word alters singular form of the regular noun. The same rule allows for the insertion of a syllablemerged within the final syllable is assimilated by the initial syllable, the inflectional process in this instance is infix. The *[nv]* is the plural marker for the regular nouns.For instance: singular and plural of animate nouns in C'Lela language.

Singular **plural**

(E8)C'Lela	**English**	**Marker**	**C'Lela**	**English**	**Marker**
gwé'lé	(goat)	*'Ø'*	*gwé'lné*	goats	*'nv'* *mŭsŭ*
(cat)	*'Ø'*	*mŭs'nŭ*	(cats)	*'nv'*	
zŭrŭ	(lion)	*'Ø'*	*zŭr'nŭ*	(lions)	*'nv'*

From the above example, it could be seen that in C'Lela language *[nv]* is inserted before the last vowel of the singular word (root) to form its plural. This is what occurs for animate nouns.

ii. The second rule states that instead of the *'n'* insertion as in (i) a deletion or substitution is carried outto make the singular noun plural,for instance *'y'* usually substitute *'w'* in the plural formation as in the noun*wá-* (child) and*yá'ác'ná* – (children). This morphological process is called suppletion. This is remarkable as the two are glides and at a point in time morphophonemically are inseparable.In addition to this,the rule also allows an addition of a –*'ná'* suffix after the *'wá'*substitution. This morphological

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process is called circum-fixation. e.g: singular and plural irregular animate nouns in C'Lela.

Singular **Plural**

(E9)C'Lela GlossMarker C'Lela Gloss Marker

*wá'wántá***(**girl) *'wá'yá yántá'ná*(girls) *yá+ná'*

wá'kémpá(boy) *'wá'yá'kémpá'ná* (boys) *yá+ná'*

wá'rkŏ(child) *'wá'yá ack'ná*(children) *'yá+ná'*

iii. The third rule is similar to the second but there is a slight difference between them.In this rule,there is deletion/substitution format.The rule allows words with an initial syllables *'ka'*to change into a different syllables *'ac'*morpheme.And the difference from the second rule is that no suffix is added after the addition, for instance: the singular and plural of irregular animate nouns of C'Lela language such as:

Singular **Plural**

(E10) C'Lela GlossMarker C'Lela Gloss Marker

ká'kŏná (beggar) *'ká' ác'kŏná* (beggars) *'ác'*

ká'nŭbŭ (master) *'ká' ác'bŭ* (masters) *'ác'*

Baba Waziri (1992:32) asserts that the marker in an inanimate object carries as a first step, morphemic prefix *`C`* so that objects like:*'kátá'*– (shoe) becomes *'c'kátá'*– (shoes) and *'táré'*– (stone) becomes *'c'táre'*– (stones).*'/C/'* is the plural marker and it comes before the root word as prefix.

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Following theexamples,objects that have ‘*u/uv’*particles at the initial syllable of a word. They do not take *‘/c/’*prefix, instead they take‘/s/’prefix as a plural marker after the substitution of ‘*u/uv’* for instance,

SingularPlural

(E11)C’Lela GlossMarker C’Lela Gloss Marker

Uv’társŭwá (needle)*‘uv’ s’társŭwá* (needles) *‘s’*

Uv’mákl̆ŏ (nail)*‘uv’s`mákl̆ŏ* (nails) *‘s’*

There are other items that take just the*‘s’*prefix for the plural marking. These are: the singular and plural of irregular inanimate nouns in C’Lela language, such as:

Singular Plural

(E12) C’Lela GlossMarkerC’LelaGloss Marker

Wai (year)‘*Ø’s`wai* (years) *‘s’*

Pété(month)‘*Ø’s`pétĕ*(months) *‘s’*

Baba Waziri(1992:25) states that “anotherdeviation phonosyntacticalis the category that has nothing to do with both the regular and irregular markers, instead the singular differs considerably in form from the plural” the process is referred to as morphological suppletivee.g.:

Singular Plural

(E13) C’Lela GlossC’Lela Gloss

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nócŏ(person)*néhná*(people)

wá(child)*ác'kná*(children)

2.11.2 Verb Inflection in C'lela.

In C'lelathere are essentially three inflectional variations,namely, the base,the past and progressive form (Baba 1992:26). The base form usually remains in the simple presentbut the pastserves as the simple past and past participle.Thepast maintains a similar deletion/addition principle as noted in the plural marker of the C'Lela noun.However unlike the addition of*'c'* at the syllable initial position,the past maintains a *[kv]*suffix at the syllable final position.This alters the morphophonemic order of the verb concerned.On the other hand,the progressive form has three allomorphs */a/ / o /u/* which are added as suffixes to the base form.The major difference is that of the prefix,e.g.

	Base		**Past**			**Progressive**		
(E14)	**C'lela**	**Gloss**	**C'lela**	**Gloss**	**Marker**	**C'lela**	**Gloss**	**Marker**
	ge'ne (write)		*genke*(wrote)		*'kv'*	*s`geno*(writing)	*'s'* -	*'o'*
	se'pa– (sing)		*sepka* –(sang)		*'kv'*	*s'sepa* – (singing)	*'s'*	*'a'*

C'Lela lexical/main verb can be divided into two, regular and irregular forms (Baba 1992:27) they have the same number of form as pointed out above. Nevertheless,there is one major difference between the two because their progressive forms are not identical.

It is apt to observe that the progressive regular verbs add a verbal prefix to the base form of the verb without introducing any syllable change to the base. While in the irregular verbthe phoneme(t) in the past form has been alternated due to the new constrain onto *'c'* in the progressive form taking

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along with it a verbal prefix *'ci'*.It is also important to point out that the same irregular verb does take prefix and suffixa procedure that is absent in the marking of the regular verb.A particular case is *'yá'*(eat) which change to *'cî'yá'kŏ'*to mean('eating') which Aronoff and Fudeman (2011:3) referred to as the morphological process circum-fixation.

2.11.3Adjective Inflection in C'Lela

Adjectives are quantified or qualified by weight or size using markers (Baba 1992:25) unlike the plural markers, both animate and inanimate object in size take the same marker. Thus the noun class markersare used for all objects regardless of their class.The criteria for determining size in C`Lela is based on what is normal. For instance, for a head that is below normal human head in size, it is called *'hi'* – (small head), the normal size of the head is*'i' hi'*– (head) and the one bigger than normal is *'k' hi'*– (big head).

Therefore the diminutive marker is*'/i/'* while marker for large or big objects is *'/k/'*Baba-Waziri, (1992:25).In other words,the C'Lelagrammarspecifies the operation ofboth the small or big/large objects in terms of specific procedural rules.The major rule here is that the size marker is also a prefix added to the object being described e.g.

Objects Small Big/Large

(E15) C'Lela - GlossC'Lela– Gloss Marker C'Lela– Gloss Marker

dŏ'tá(chair) *i'dŏtá*(big chair) *'i'k'dótá*(big chair) *'k'*

hi(head)*i 'hi*(big head) *'i' k`hi*(biggest head) *'k'*

áyŭ(tall)*i`yŭ* (taller) *'i'k`yŭ*(tallest) *'k'*

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The difference is that *'/i/'* is the comparative marker while the *'/k/'* is the marker for superlative adjective.

2.11.4.Adverb Inflection in C'Lela

Inflection in adverb is achieved through the process of reduplication; acontinuous substring from either the beginning or end of the word is copied (McCarthy and Prince 1988:285, Hespelmath and Adrea 2010:38 andAronoff and Fudeman 2011:175).For instance:

(E16)	**C'Lela**	**EnglishMarker**	**C'Lela**	**English**	**Marker**
mázî	(quick)	Ø	*mázîmázî*	(quickly)	doubling
támán	(now)	Ø	*támántámán*	(now now)	doubling

Baba (1992) succeeded in giving a preliminary of C'Lela grammatical structural words and their corresponding variations. He rested his case at that level. This study intends to borrow the aspects on noun and verb because they are pertinently relevant to this study.This study is a complete departure from the work of Baba because it would look at the nouns and verbs inflectional processes of C'Lela language and contrast them with those of the English language.

For the sake of this study, the following would be adopted as rules governing the inflection of C'Lela nouns as in Hoffman (1976). For verbs, the study would adopt Baba (1992:26) rules governing the inflection of the verbs as reviewed above.

2.12 Contrastive Model

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According to DI Pietro (1971:17) aContrastive Model used in a study may be autonomous or generalized;of the two models, the autonomous model has no conscious relationship with higher level of universals and it is 'taxonomic' only and the generalized model is constructed so that its application to particular language reinforces the investigator's intuition about the universal structure of language and it is both 'taxonomic' and 'operational' as is illustrated in the following table:

Table 1:Contrastive Model

Model	Taxonomic	Operational
Autonomous	x	-
Generalizedxx		

It is pointed out that the operational model of CA is far more difficult to achieve than the taxonomicmodel. This is because the operational model requires rigorous conversions of the source language rules in order to correlate them to the target language rules. In fact,its processes are analogously like those mental processes which come to play in acquiring a first language, (DiPietro 1971:18).In taxonomic model,however, the analysis requires aninventory of the elements of the two languages to be identified and matched with a view to finding differences which are pedagogically considered as the learning tasks (see Banathy 1969) the whole process of analysis hinges on the hypothesis of the distribution of items. Thatis, what elements go with what elements in linguisticsas James (1980:40) pointed out, there are possibilities in which L1 conveys a certain signification throughone device while L2 conveys the same signification through another device. For instance,Cartford (1965:28)reported that while English depicts definiteness and indefiniteness by employmentof articles, Russian does so through 'word order'.

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As Di Pietro(1971:19) opined a purely taxonomic statement can be far more effective in handling contrast which involves miniature of structure. The viability of the taxonomic model is aptly captured by language in Di Pietro (1971:19)that "The various units and relation of a language can be laid out, classified and labeledtaxonomically in a manner not unlike the cataloging of flora and fauna with labeled identification of their functional parts". The taxonomic model selected for this study is that of (Banathy 1969.5-6).

Operationally, several analyticalmodels have been developed. Lado (1957) proposed the following model, the following steps are used:

1. Locate the best structural description of the two (or more) languages concerned, using the same analytical model;
2. Establish the elements you want to describe in the two languages.
3. Contrast the two languages.
4. Predict interference and
5. Prove out the theoretical predictions

Whiteman's (1970) Model has the following steps:

1. Discuss the formal description of both the L1 and L2 to be contrasted.
2. Select the areas to contrast from the formulated description.
3. Conduct the contrastive analysis
4. Predict the likely areas of ease and difficulty.
5. Formulate the hierarchy of difficulty.

In Banathy's (1969) model the following steps are to be followed:

1. Identify the rational or purpose for which CA shall be undertaken;

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2. Quantify the scope and depth of coverage;
3. Select the language theory upon which the comparison shall be made;
4. Decide on the frame work with which the comparison shall be made;
5. Outline the procedure to be followed in making the comparison and;
6. Formulate the format and style of the contrastive statement.

Di pietro (1971) postulated the following steps:

1. Observe the differences between the surface structures of two languages: such difference may be from total absence to partial sharing of some surface features;
2. Postulates the underlying universals;
3. Formulate the deep to surface structure and in the process specify only those rules which are not shared between the two languages rather than formulating complete and separates sets of realization rules.

The multiplicity of the analytical models suggests that a prospective constrastivist is faced with the problem of making a choice;the choice is in turn dictated by the need for suitability and adequacy of coverage as regards the description in view. The present study has observed that while DI Pietro's (1971) model is biased towards generative linguistic that of Lado (1957) requires another linguistic tool such as EA for the verification of whatever findings reached. The present study would, therefore, adoptWhiteman's (1970)model in conducting theContrastive Analysis between the English and C'Lela languages in the following areas: selection, description and contrast. This model is considered suitable because of its suitability and adequacy of coverage in conducting contrastive analysis. However, item five of the procedure shall not apply to this study in view of the adequacy of the first four procedures in providing contrastive analysis that this study will use in this research.

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2.13 Below is a summary table ofliterature reviewed in chapter two:

Table 2: A Summary of Literature Reviewed

Authors Reviewed	Summary of Aspects Reviewed	Relevance to study
Volker (2013)	CA is the comparison or/and contrast of selected linguistic structures across twoto more languages in order to identify similarities or differences between their linguistic systems.	definition of CA is relevant to this study. As such the present study adopted this definition as the working definition for this study.
James (1972)	Proposed CA as aiding in the finding of Linguistic universal.	This study investigates the universal categories in both Languages
Fisiak (1978) & James (1980)	Identified two (2) types of CAS: Theoretical and Applied.	This types of CAS are relevant because this study investigated the universal Category X in both A and B and how category X is

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		rendered in A as N is rendered in B.
Singler (1988)	Indicated that learning differences to be due to cross linguistic difference.	This study investigated the Crosslinguistics influence in English and C'Lela languages.
Lee (1968)	CA influence is bidirectional, that is, both L1 and L2 influence each other.	English influence C'Lela and vice – versa.
Lado (1957) and Banathy (1969)	Similarities/differences in the linguistic structure of languages makes learning very easy/difficult.	This investigation asserts this claim, because the differences in the languages are the problem areas.

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James (1980) & Bell (1981)	Assert that the predictive nature of CA led to three conception views hypothetically.	Strong hypothesis is used as the basis for this CA
Halliday (1964)	It is impossible to say how two complex systems such as language could be contrasted without first reducing their systems into manageable subsystems.	A subsystem of morphology was investigated (inflection)
Rivers (1978) & Odlin (1989)	Opined that CA is a viable tool for both linguistic and pedagogical insight into second language learning.	The viability of CA was investigated in this study
Salmon (2005) & Aronoff et al (2011) Pounds (2005) &	Defined morphology and morphemes	Morphemes are the core concepts in the present Study. The two types of Are discussed.

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SIL (2004)	Identified the types of morphological processes such as: suffixation, infix pre-fixation, circum-fixation e.t.c.	The following inflectional processes were described and contrasted in this study; infix, suppletion, pre-fix, su-fix and circum-fix
Tomori (1977)	Identifed two morphological types viz: Additive and replacive morphemes.	Replacive and additive morphemes of both Languages were contrasted.
Haspelmath et al (2010)	Condition under which different allomorphs are selected viz; Phonological, morphological and Lexical condition.	Morphological, phonological lexical conditioned allomorphs were described and contrasted in this study.
Francis (1977)	Defined inflectional paradigm and Outlined the variations in noun, Verb, adverb e.t.c.	Inflectional variations for noun and verb in both languages were portrayed in

-		this study.
Tinuoye (1999) & Tarni (2008)	Identified and discussed the types of inflection in English viz: noun, verb. adjective, adverb and pronoun.	Noun and verb inflectional processes were described and contrasted.
Baba (1992)	Identified and described C'Lela nouns, Verbs, adjectives, adverbs	Nouns and verbs of C'Lela were described in relation to inflectional processes.
Lado (1957) & Di Pietro (1971)	Identified two contrastive models; the Taxonomic and operational models.	The present study adopted Banathy's (1969) taxonomic contrastive model.
Lado (1957), Banathy (1969)& Whiteman (1970)	Formulated analytical models for CAS.	Whiteman's Model was adopted for analyzing the data in this study.

2.14 Summary

This chapter discussed the place of Contrastive Analysis in applied linguistics. It explores the theories of CA including the controversies its emergence generated as well as its strength and

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weaknesses. The chapteralso reviewed some previous studies in CA as well as relevance of CA today and suitability for conducting linguistic studies within well established conceptual frame work. It also discussed morphological and inflection concepts; their variations, processes and types. It also reviewed some works on nouns and verbs inflectional processes of English and C'Lela languages. At the end of the chapter, the study discussed the contrastive, descriptive and analytical models to be used and why they were selected for the study in preference to others.

CHAPTER THREE

RESEARCH METHODOLOGY

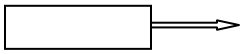
3.1 Introduction

This chapter outlined the proceduresfollowed in the study. It also stateshow the data for the study wascollected and what instrumentswere used for collecting the dataas well as format for the analysis of the data collected.

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3.2 Research Design

- Research design adopted for this study is descriptive design. In descriptive design the researcher observes the behavior of one or more variables at once that is/are independent and non-manipulated variables. They will be observed at one time (Nnamdi, 2010:30). It is considered appropriate because the study involves two sets of data, the noun and verb inflectional processes of English and C'Lela was studied and described at the same time.The noun and verb inflectional processes of the two languages were matched and similarities and differences were identifiedBelowis diagrammatic representation of descriptive design that was used in this study:

 -X1, -X2, -X3, -Xn

Definition of research design symbols

□ = Observation

X = Independentvariable (Nnamdi, 2010:29)

Hence, the study adopted the design as follows:

X1= English Language

X2= C' Lela Language

3.3 Population for the Study

Population can be either homogenous/finite or heterogeneous/infinite (Nnamdi, 2010:38 and Kathari, 2004:174). Since the population for this study is heterogeneous/infinite the population of

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this study comprised 4000nouns and 4000 verbs. The total population for this study would be 8,000 words. 8,000 words were adequate for this study because of the nature of the universe in the study.

3.4 Sample and Sampling Procedure

Stratified sampling procedure was used for selecting this study sample. Because of the nature of the universe in this study which is heterogeneous/infinite in nature. (Katheri 2004:63& Colen, Manion & Morrison 2007:111-112) states that, "In stratified sampling technique the population is divided into different sub-populations that are individually more homogenous than the total population and are called strata". Items were selected from each stratum to constitute a sample. For this study, to get the sample size proportionalallocation (Kathari, 2004:63) was adopted. That is if P1 represents the proportion of population in stratum n is n . P1. The sample size was n = 100 words drawn from a population size of N =8,000 words which is divided into two strata of size N1 = 4000 nouns andN2 = 4000 verbs.

For strata N1 = 4000, we have P1 = 4000/8000

And hence n1 = n1. P1 = 100 (4000/8000) =50

For strataN2 = 4000, we have P2 = 4000/8000

Therefore, strata N2 = n2 = n1. P2 = 100 (4000/8000) = 50

Adopting the proportional allocation technique, sample size for nouns are 50 words and for verbsare 50 words making a total of 100 words.

3.5 Research Instruments

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The research instrument for this study is the corpus data of both English and C`Lela languages from books, pamphlets and dictionaries. The Swadesh list (1971) was used as a guide for the choice of the nouns and verbs in this study.

3.6 Data collection procedure

Data were collected from the corpus data of both English and C'Lela language. The corpus data of English were gathered from the works of (Tomori, 1977, Tinuoye, 1991, Singleton, 2000, Tarni, 2008, Haspelmath & Andrea, 2010 and Aronoff & fudeman, 2011). The C'Lela equivalents were gathered from the work of (Dancy, 1972, Baba, 1992, Ango, Senchi & Dettweiler,2010, Dabai, 2010 and Rango, Sanche, Nasoma & Dudu,2014) and dictionaries of the language by Rikoto, et al (2003) and Dabai, (2010).

3.7 Data Analysis Procedure

The corpus of the languages data were analyzed by portraying the inflectional processes of both languages (English and C'Lela) to determine theoccurrence of similarities or otherwise from the corpus of the languages. The procedural stepsfollowed in this study were fashioned out after those of Whiteman (1970) in sec 2.11, of the present study Viz:

1. The formal description of both English andC'Lela inflection was discussed using Whitman's (1970) descriptive model.
2. The inflectional variation in noun, verbs and adjectives were selected for the contrast ,
3. The contrastive analysis was conducted taxonomically using Banathy (1969) contrastive model.
4. Area of similarities and differences was identified.
5. Areas of ease and difficulty were predicted and actual Learning task would be established.

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6. Pedagogical implications were proffered.

The Banathy's model suggests that the analyst requires an inventory of the features of the two languages to be formulated and matched with a view to finding differences which are pedagogically considered as the learning tasks. As Di Pietro (1971:19) opines, a purely taxonomic statement can be more effective in handling contrast which involve miniature structures. The contrast was done following the three steps as formulated by Banathy's (1969) Contrastive Model:

Step I: The analyst takes the inventory of what the students have to learn in a particular area.

Step II: The identification of those items in the inventory which are similar to the native language and cultural features of the learners (in-put competence).

Step III: The actual learning tasks are computed by subtracting the relevant in-put competence from the original inventory.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

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This chapter intends to answer questions such as, what are the nouns and verbs inflectional processes of English and C'lela languages, what are the similarities and differences in the nouns and verbs inflectional processes of English and C'lela languages and what areas pose difficulties to C'Lela students learning English as a second language? These questions would be answered in order as arranged. Inflection processes varies from language to language. The affixes position is determine by the way a language conventionally agrees to place the affix to mark tense and number. There are several processes involved in inflecting the nouns and verbs of languages, such as; suffixation, pre-fixation, in-fixation, circum-fixation suppletion and so on.

4.2 Nouns and VerbsInflectional Processes in English Language

In English language, there are three inflectional processes they are zero morphemes, suffixation which are phonologically conditioned and suppletion which are morphologically conditioned. The threeinflectional processes would be described in relation to the nouns and the verbs of the English language with reference to number and tense.

4.2.1 Suffixation

This an inflectional process where a morpheme is added at the final position of a morpheme after all derivational processes are completed without changing the word class. The main aim is to fill a grammatical slot in a string of words. Generally, suffixation is the major inflection process in English language. Inflection process in nouns and verbs in English language is achieved through suffixation such as in transforming the base morpheme of singular form to plural form and the different verbs tense forms. Most nouns and verbs inflect in a simple regular fashion in English language.

4.2.2 NounSuffixation in English Language

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In English language, regular nouns are inflected through suffixation as in:

(E17)	Base	Free Morph		B/Morph		Plural
1.	Dog	dog	+	s	=	dogs
2.	Egg	egg	+	s	=	eggs
3.	Stone	stone	+	s	=	stones
4.	Tongue	tongue	+	s	=	tongues
5.	mouth	mouth	+	s	=	mouths
6.	bone	bone	+	s	=	bones
7.	girl	girl	+	s	=	girls
8.	boy	boy	+	s	=	boys
9.	hand	hand	+	s	=	hands
10.	beggar	beggar	+	s	=	beggars
11.	needle	needle	+	s	=	needles
12.	nail	nail	+	s	=	nails
13.	master	master	+	s	=	masters
14.	year	year	+	s	=	years
15.	month	month	+	s	=	months
16.	head	head	+	s	=	heads
17.	book	book	+	s	=	books
18.	star	star	+	s	=	stars
19.	seed	seed	+	s	=	seeds
20.	tail	tail	+	s	=	tails
21.	horn	horn	+	s	=	horns

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22. name	name	+	s	=	names
23. tree	tree	+	s	=	trees
24. ear	ear	+	s	=	ears
25. mountain	mountain	+	s	=	mountains
26. cat	cat	+	s	=	cats
27. sand	sand	+	s	=	sands
28. farm	farm	+	s	=	farms
29. brain	brain	+	s	=	brains
30. cloud	cloud	+	s	=	clouds
31. pepper	pepper	+	s	=	peppers
32. bean	bean	+	s	=	beans
33. lion	lion	+	s	=	lions
34. goat	goat	+	s	=	goats

When (S) the bound morpheme (hence forth BM) is added at the final position of each free morpheme (hence forth FM), the morpheme transformed into the plural form of the lexeme.

4.2.3 VerbSuffixation in English Language

Similarly, English regular verbs are mostly inflected through the process of suffixation. For instance, in the first person singular form, ing form, past form and the past perfect form as in:

(E18)	**Base(s) Form**	**(ing)Form**	**(ed1) Form**	**(ed2) Form**
1. Rest	rests	resting	rested	rested
2. Bark	barks	barking	barked	barked

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3.	dust	dusts	dusting	dusted	dusted
4.	hunt	hunts	hunting	hunted	hunted
5.	kill	kills	killing	killed	killed
6.	die	dies	dying	died	died
7.	walk	walks	walking	walked	walked
8.	talk	talks	talking	talked	talked
9.	want	wants	wanting	wanted	wanted
10.	shout	shouts	shouting	shouted	shouted
11.	scare	scares	scaring	scared	scared
12.	jump	jumps	jumping	jumped	jumped
13.	dry	dries	drying	dried	dried
14.	cry	cries	crying	cried	cried
15.	hear	hears	hearing	heard	heard
16.	say	says	saying	said	said
17.	lie	lies	lying	lied	lied
18.	laugh	laughs	laughing	laughed	laughed
19.	pray	prays	praying	prayed	prayed
20.	play	plays	playing	played	played
21.	dance	dances	dancing	danced	danced
22.	pick	picks	picking	picked	picked
23.	look	looks	looking	looked	looked
24.	cook	cooks	cooking	cooked	cooked
25.	wash	washes	washing	washed	washed

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The regular verbs do not undergo substantial change when changing forms between tenses as seen above. In all cases of tense inflections the bound morphemes are added at the final position of the free morphemes.

4.2.4 Suppletion: this is an inflectional process in which a morpheme is replaced with an entire different morpheme to indicate a grammatical contrast. Suppletion is of two types the strong and the weak suppletion. Strong suppletion has to do with the entire change of the morpheme to another while the weak suppletion has to do with partial change of the morpheme, that is two or more words related in form and meaning may differ from each other in some phonemes of the base. The weak suppletions are also refers to as word internal change. Both suppletion processes apply in both irregular nouns and verbs in English language.

4.2.5 NounSuppletion in English Language

Irregular nouns in English language are mostly inflected using weak suppletion. Only part of the lexeme is changed to transform the singular noun to its plural form, as in;

(E19)	**Sgl/Noun**	**Plr/Noun**
	34. person	people
	35. foot	feet
	36. man	men
	37. tooth	teeth
	38. woman	women
	39. thief	thieves

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40. louse	lice
41. child	children
42. body	bodies
43. knife	knives
44. cow	cattle
45. ash	ashes
46. fly	flies

4.2.6 VerbSuppletion in English Language

Both strong and weak suppletions apply in tense transformation of verbs in English language. The inflection process applies at the (ed1) and (ed2) transformation forms only. The first three verb forms the base form, (s) form and (ing) form transform through the regularsuffixation process in both regular and irregular verbs. Irregular Verbs (ed1) form like the following transform into their (ed2) form through strong suppletion as in;

(E20) Base	**(ed1)**	**(ed2)**
26. go	went	gone

The weak suppletion is illustrated in words like:

(E21) Base	**(ed1)**	**(ed2)**
27. drink	drank	drunk
28. eat	ate	eaten
29. see	saw	seen
30. know	knew	known

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31. sleep	slept	slept
32. swim	swam	swam
33. come	came	come
34. sing	sang	song
35. run	ran	ran
36. fly	flew	flown
37. give	gave	given
38. sit	sat	sat
39. speak	spoke	spoken
40. catch	caught	caught
41. beat	bit	beaten
42. stand	stood	stood
43. say	said	said
44. tell	told	told
45. bite	bit	bit
46. burn	burnt	burnt
47. fall	fell	fallen
48. break	broke	broken

4.2.7Zero Morpheme in English Language

Some nouns in English do not undergo any inflectional process. They have identical singular and plural form and similarly in verbs the base is identical to the past as in:

Nouns

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(E22)	Singular	Plural
47.	sheep	sheep
48.	water	water
49.	fish	fish
50.	sheep	sheep

Verbs

(E23)	Pr/tense	Past tense
49.	cut	cut
50.	put	put

4.3 Nouns and Verbs Inflectional Processes in C'Lela Language

Nouns and verbs in C'Lela language are inflected through several processes in order to form new words such as; pre-fixation, suffixation, suppletion, zero morpheme and circum-fixation. Similarly, these processes would be described in relation to the nouns and verbs of C'Lela language.

4.3.1 Nouns Pre-fixation in C'Lela Language

C'Lela language noun is made of stem and affixes and the structure exhibit singular and plural pairing (Aliero 2013:30). There is a distinct marker for animate and inanimate nouns in C'Lela language. Regular inanimate nouns are inflected through the process of pre-fixation in C'Lela language while the animate maker is *[nv]* sufixation at the last syllable of the morpheme. Both inflectional processes for animates and inanimate nouns are morphologically conditioned. The pre-fixation process suggests that a morpheme is added at the initial position of the base morpheme

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to pluralize the singular morpheme. The inanimate plural marker in C'Lela language is */C/* with two variants */C/* and */S/* while the animate nouns take /n/ infix to change from singular to plural. The choice of nominal pre-fix and infix for nouns stem does not depend on a vowel harmony because as earlier the prefix /C/ and *[nv]* sufix in C'Lela are morphologically conditioned. The following constitute the inanimate singular and plural pair in C'Lela language:

(E24)	**Base**	**B/ Morph**		**Free/Morph**	**Plural**	**Gloss**
1.	*nwá*	*c*	+	*nwá*	*c'nwá*	mouths
2.	*dáksó*	*c*	+	*dáksó*	*c'dáksó*	feet
3.	*rémé*	*c*	+	*rémé*	*c'rémé*	tongues
4.	*gyán*	*c*	+	*gyán*	*c'gyán*	eggs
5.	*hi*	*c*	+	*hi*	*c'hi*	heads
6.	*váná*	*c*	+	*vana*	*c'vana*	knives
7.	*con*	*c*	+	*con*	*c'con*	ears
8.	*vá*	*c*	+	*vá*	*c'vá*	books
9.	*twéré*	*c*	+	*twéré*	*c'twéré*	tails
10.	*mámá*	*c*	+	*mámá*	*c'mámá*	sands
11.	*bélá*	*c*	+	*bélá*	*c'bélá*	farms
12.	*kŭlé*	*c*	+	*kŭlé*	*c'kŭlé*	brains
13.	*télé*	*c*	+	*télé*	*c'télé*	bones
14.	*wécé*	*c*	+	*wécé*	*c'wécé*	clouds
15.	*taare*	*c*	+	*táárέ*	*c'tááré*	stones
16.	*kaare*	*c*	+	*kááré*	*c'kááré*	horns
17.	*nînó*	*c*	+	*nînó*	*c'nînó*	teeth

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18. *kómá*	*c*	+	*kómá*	*c'kómá*	hands
19. *wédé*	*c*	+	*wédé*	*c'wédé*	bodies
20. *sémé*	*c*	+	*seme*	*c'seme*	mountains
21. *dînó*	*c*	+	*dînó*	*c'dînó*	names
22. gó	*s*	+	*gó*	*s'gó*	seeds
23. *cé*	*s*	+	*cé*	*s'cé*	trees
24. *wéî*	*s*	+	*wéî*	*s'wéî*	years
25. *péeté*	*s*	+	*péeté*	*s'péeté*	months
26. *céetá*	*s*	+	*céetá*	*s'céetá*	peppers

As stated earlier the [*nv*] is the common noun plural marker that occurs in animate nouns in C'Lela language. To form plurals for these animates, the [*nv*] is suffixed to the nouns final syllable. The following represent the animate regular singular and plural pairs in C'Lela:

(E25)	**Free/Morh**		**B/Morph**	**Plural**	**Gloss**
27. *ómŏ*	+	*nv*		*óm'nŏ*	dogs
28. *kyóómŏ*	+	*nv*		*kyóóm'nŏ*	sheep
29. *gyŭumŭ*	+	*nv*		*gyŭum'nŭ*	flies
30. *gwélĕ*	+	*nv*		*gwél'nĕ*	goats
31. *náamá*	+	*nv*		*náam'ná*	cows
32. *kórkótŏ*	+	*nv*		*korkot'no*	lice
33. mŭsŭ	+	*nv*		*mŭs'nŭ*	cats
34. *nétá*	+	*nv*		*nétá'ná*	women
35.*ŭrmŭ*	+	*nv*		*ŭrmnŭ*	men
36.*kebe*	+	*nv*		*keb'ne*	stars

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37. *géně* + *nv* *gén'ně* fishes

4.3.2 Noun Suppletion in C'Lela Language

Suppletion is also a process in word formation in C'Lela. There are words that change into their plural forms with a complete or partial substitution of the base lexeme. The following C'Lela singular and plural pairs exhibit suppletion:

(E26) Singular	**Gloss**	**Plural**	**Gloss**
38. *ŭv'társŭwá*	needle	*s'társŭwá*	needles
39. *ŭv'mo̲klŏ̲*	nail	*s'mo̲klŏ̲*	nails
40. *ka'nubu*	master	*ac'nubu*	masters
41.*ká'kóná*	begger	*ác'kóná*	beggers
42. *wá*	child	*ác'kná*	children
43. *nócó*	person	*néhná*	people

4.3.3 Noun Circum-fixation in C'Lela language

The process, circum-fixation applies in C'Lela language word formation. This process suggests that morphemic morphemes are added at both the initial and final position of a base morpheme to change the morpheme from its singular to its plural form. The following C'Lela nouns singular and plural pairs exhibit the process:

(E27)	**Singular**	**Plural**	**Gloss**

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44. *wá'wántá* *yá-yántá-ná* girls

45.*wá'kémpă* *yá-kémpá-nă* boys

Similarly, some verbs in C'Lela transform into their present participle (ing) form through circum-fixation. The following verb pairs exhibit the process:

(E28)	**Base**	**Gloss**	**Pr/participle**	**Gloss**
46.	*yá*	*eat*	*cî-yá-kŏ*	eating
47.	*sóotá*	*sit*	*d'sócŏ*	sitting

4.3.4 Zero Morpheme Inflection in C'Lela Language

Similarly, in C'Lela language there are morphemes that do not undergo any change to indicate their plural form. The bases form of the morpheme stand as both the singular and plural form of the noun. The following are examples of zero morphemes in C'Lela language:

(E29)	**Singular**	**Gloss**	**Plural**	**Gloss**
46.	*m'hó*	water	*m'hó*	water
47.	*m'tón*	ash	*m'tón*	ashes
48.	gene	fish	gene	fishes
49,	*yálă*	bean	*yálă*	beans
50.	*námă*	flesh	*námă*	flesh

4.3.5 Verb Inflectional Processes in C'Lela Language

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Verb inflection in C'Lela language undergoes different process for the different verb tenses. The past tense is achieved through in-fixation. [*kv*] is suffixed at the final syllable of the verb to transform from the base verb to the past tense. The [*kv*] suffix is the common tense marker that changes the base to past tense in C'Lela language for instance:

(E30)	**Gloss**	**Base**	**Gloss**	**P/Tense**	**Marker**
1.	kill	*hwá*	killed	*hwá'ká*	*kv*
2.	jump	*máká*	jumped	*mák'ká*	*kv*
3.	bark	*ténó*	barked	*té'nó*	*kv*
4.	want	*tónŏ*	wanted	*tón'kŏ*	*kv*
5.	cry	*kángă*	cried	*káng'kă*	*kv*
6.	wash	*gŭzŭ*	washed	*gŭz'kŭ*	*kv*
7.	laugh	*námsă*	laughed	*náms'kă*	*kv*
8.	rest	*hwera*	rested	*hwérá'kăkv*	
9.	dry	*hósĕ*	dried	*hós'ké*	*kv*
10.	look	*gótŏ*	looked	*gót'kŏ*	*kv*
11.	drink	*só*	drank	*só'kă*	*kv*
12.	eat	*yá*	ate	*yá'kă*	*kv*
13.	see	*héné*	saw	*hén'ké*	*kv*
14.	know	*áapă*	knew	*náp'kă*	*kv*
15.	sleep	*lávă*	slept	*láv'kă*	*kv*
16.	come	*nóká*	came	*nókká*	*kv*
17.	sing	*sépá*	sang	*sép'ká*	*kv*
18.	run	*sómá*	ran	*sómkă*	*kv*

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19. fly *bŭgŭ* flew *bŭg'kŭ* *kv*

To transform the base form of a verb to it (ing) form three processes are involve; suffixation, pre-fixation and suppletion. The process of suffixation depend on the last sound in the word if the last sound in the word is the vowel /*a*/, /*e*/ or /*o*/ then /*u*/ is suffixed to change the base form of the verb to it (ing) form such as in:

(E31) Gloss	**Base**	**Gloss**	**Pr/Participle**	**Marker**
1. drink	*só*	*drinking*	*sóŭ*	*/u/*
2. eat	*yá*	eating	*yáŭ*	*/u/*
3. say	*zé*	saying	*zéu*	*/u/*
4. kill	*hwá*	killing	*hwáŭ*	*/u/*

There are verbs in C'Lela language that form their [ing] form through the processes of pre-fixation and suppletion. As a first step toward the transformation of such verbs is aprefix at the initial position of the verb. It is worth noting that the progressive regular verbs add a verbal prefix to the base form of the verb without introducing any syllable change to the base word.The second step for the same verb to achieve the (ing) form is to undergo the process of suppletion. The following words exhibit the processes:

(E32)Gloss	**Base**	**Gloss**	**Pr/Participle**	**Marker**
5. sit	*sóotá*	sitting	*d'sócó*	*/d/*
6. stand	*ésă*	standing	*d'ésŭŏ*	*/d/*
7. rest	*hwéră*	resting	*H'hwéră*	*/H/*
8. fight	*dámá*	flying	*Nŭ'dá'má*	*/nu/*
9. sing	sépá	singing	ci'sépŏ	/ci/

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10. cry	*káná*	crying	*s'kán*	/s/
11. run	*kwévé*	running	*s'kwévé*	/s/
12. talk	*lálkǒ*	talking	*s'lálkǒ*	/s/

From the forgoing it is clearly seen that English language has basically three inflectional processes; zero morphemes, suffixation and suppletion**.** The regular nouns and verbs are inflected through suffixation where a bound morpheme is added at the final position of the free morpheme to express number or tense. The irregular nouns and verbs achieve their transformation through suppletion a process which suggests complete or partial change of the free morpheme to achieve it plural, past and past participle form. Unlike English language, C'Lela language transforms its nouns and verbs through several processes of affixation such as: pre-fixation, suffixation, suppletion, zero morphemes and circum-fixation. The regular inanimate nouns transform into their plural form through a morphemic pre-fix /c/ and the transformation of regular animate nouns is done through suffixing [*nv*] as the final syllable of the free morpheme. For irregular nouns some change through suppletion and others through circum-fixation process. The past tense of verbs in C'Lela language is achieved through suffix of [*kv*] at the final position of the verb. Some verbs in C'Lela language transformed into their -ing form through suffixation and suppletion while others do so through circum-fixation. In essence, English language inflects its nouns and verbs through a few processes while C'Lela language inflects its nouns and verbs through several processes.

4.4 Areas of Similarities

Inflectional systems are typically categorized into paradigms of various sizes, for instance, the two members' paradigms of singular vs plural and the English tense paradigms. The organization of these inflectional forms into paradigms creates other properties, such as suppletion. The lack of paradigmatic forms is sometimes compensated for by different words and when such

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become regular in use, the result is known as suppletion. Thus, suppletion in morphology is concern with the situation where the morphological relationship or similarity between two forms of a word is hardly established in terms of a general rule of affixation. This phenomenon is clearly attested in English and C'Lela languages, as shown in the few examples that follow:

(E33) English Nouns **C'Lela Nouns**

	Singular	**Plural**	**Singular**	**Plural**	**Gloss**
1.	person	people	*nócó*	*néh'ná*	people
2.	man	men	*wá*	*áck'ná*	children

(E34) English Verbs **C'Lela verbs**

	Base	**Past**	**Base**	**Pre/Participle**	**Gloss**
3.	go	went	*káná*	*s'ká*n	crying
4.	see	saw	*sépá*	*s'sépá*	singing

The foregoing examples illustrate English and C'Lela suppletion, their base and inflected form. It is pertinent to know that inflection in nouns and verbs in English are achieved through suffixation in regular cases. In nouns transformation from singular to plural, the plural marker /s/ is suffixed at the final position of the noun. Similarly to mark tense in English, the (ed1), (ed2), /S/ and the ing forms) transform through suffixation. The examples from English and C'Lela languages show that formatives which are the outcome of suppletion are hence, not describable in terms of regular affix inflection but are coded only by a stem difference.

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The two languages also converged in the process, suffixation. In word formation of English language suffixation applies in noun formation as in pluralisation and in verb as in tense formation. Similarly, in C'Lela the process applies in the formation of present participle, the (ing form), in verb transformation from present to past tense and in transforming the animate nouns from their singularto plural forms. The occurrence of suffixation in both languages is shown in the following examples:

(E35) From present Tense to Present Participle

	English		**C'Lela**		
	Base	**Pre/Tense**	**Base**	**Pre/p**	**Gloss**
1.	drink	drinks	*só*	*sóu*	drinking
2.	eat	eats	*yá*	*yáu*	eating
3.	say	says	*zé*	*zéu*	saying
4.	kill	kills	*hwá*	*hwáu*	killing

(E36) From Present to past tense

	English		**C'Lela**		
	Base	**P/Tense**	**Base**	**Past/Tense**	**Marker**
1.	eat	ate	*yá*	*yá'kă*	*kv*
2.	say	said	*zé*	*zé'ká*	*kv*

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(E37) From singular to plural (animate nouns)

	English		C'Lela		
	Singular	**Plural**	**Singular**	**Plural**	**Marker**
1.	orphan	orphans	*mágázé*	*mágáz'né*	*kv*
2.	bird	birds	*némá*	*ném'ná*	*kv*

Similarly, the two languages converged in the zero morphemes phenomenon. This process suggests that base morpheme does not undergo any change to transform from one form to another. The same base morpheme serves as the noun singular and plural and verb (ed1 and ed2). The occurrence of zero morphemes in both languages is shown in the following examples:

Nouns

(E38) English C'Lela

	Singular	**Plural**	**Singular**	**Plural**	**Gloss**
1.	fish	fish	*m'tó̲n*	*m'tó̲n*	ash
2.	water	water	*m'hó̲*	*m'hó̲*	water

Verbs

(E39) English C'Lela

	Base	**Past**	**Base**	**Past**	**Gloss**
1.	cut	cut	*hógó̲*	*hógó̲*	swam
2.	put	put	*hágcŭ*	*hágcŭ*	walked

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4.5 Areas of Differences

Nouns and verbs inflectional processes of C'Lela differ in some ways from that of English language. This is obvious, because English language has two inflectional processes, suffixation and suppletion while C'Lela language has five inflectional processes such as: pre-fixation, circum-fixation, in-fixation, suppletion and suffixation.

Another point of difference between the two languages is that C'Lela language has a distinct marker for animate and inanimate nouns while inEnglish;the same plural marker applies to both animate and inanimate nouns, for instance:

	English		**C'Lela**				
(E40)	**Singular**	**Plural**	**Singular**	**Mkr**	**Plural**	**Mkr**	**Gloss**
1.	horn	horns	*káárό*	∅	*c'káárό*	*c*	horns
2.	stone	stones	*tá́áré*	∅	*c'tá́áre*	*c*	stones
3.	bone	bones	*télé*	∅	*c'télé*	*c*	bones
4.	needle	needles	*ŭv'társŭwá*	*uv*	*s'társŭwá*	*s*	needles
5.	cow	cows	*náámá*	∅	*náám'na*	*nv*	cows
6.	goat	goats	*gwélé*	∅	*gwél'né nv*		goats

From the above list it is seen that English language has the plural marker /S/ suffixed at the final position of both the animate and inanimate nouns. While, C'Lela language shows that in transforming the inanimate nouns into their plural forms */nv/* suffix is required and animate nouns have a morphemic pre-fixed */C/*at the initial position of the nouns.

The two languages diverged in area of inflectional paradigms. Hence, English has five inflectional variations, the base, present, present participle, past and past participle and C'Lela

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language has only three variations, the present, present participle and the past form. The following will exhibit the difference in variations:

English

(E41)	**Base**	**(s)Form**	**(ing) Form**	**(ed1)**	**(ed2)**
1.	walk	walks	walking	walked	walked
2.	speak	speaks	speaking	spoke	spoken
3.	sleep	sleeps	sleeping	slept	slept
4.	want	wants	wanting	wanted	wanted
5.	jump	jumps	jumping	jumpedjumped	

C'Lela

(E42)	**Present**	**(ing) Form**	**(ed1)**	**Gloss**
1.	*hŭccó*	*s'hŭccó*	*hŭc'ká*	walk
2.	*lálkó*	*s'lálkó*	*lálk'ká*	speak
3.	*lávó*	*s'lávó*	*láv'ká*	sleep
4.	*tónó*	*s'tónó*	*tón'kó*	want
5.	*máká*	*s'máká*	*mák'ká*	jump

In English word formation, there are nouns and verbs that appear as irregular words but in C'Lela these same words are recognized as regular words when transformed into plurals or tenses. The transformation takes a regular inflectional process and a regular affix to change the form to either it plural form or tense form. The following words will illustrate the difference:

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Nouns

(E43) English **C'Lela**

	Singular	**Plural**	**Singular**	**plural**	**Marker**	**Gloss**
1.	tooth	teeth	*nîn̆ŭ*	*c'nîn̆ŭ*	'*c'*	teeth
2.	foot	feet	*dáskó*	*c'dáskó*	'*c'*	feet
3.	man	men	*ŭrmá*	*ŭrm'ná*	*'nv'*	men
4.	woman	women	*nétá*	*nétá'ná*	'*nv'*	women
5.	louse	lice	*kórkótó*	*kórkót'nó*	'*nv'*	lice

For the inanimate nouns regular plural marker */C/* applies. Similarly, the regular animate nouns marker */nv/* is suffixed as the final syllable of the animate nouns because these irregular words in English are not regarded as such in C'Lela. The following examples illustrate the assertion:

Verbs

(E44) English **C'Lela**

	Present	**Past**	**Present**	**Past**	**Marker**	**Gloss**
1.	come	came	*nóká*	*nók'ká*	*kv*	came
2.	sit	sat	*sóotá*	*sót'ká*	*kv*	sat
3.	write	wrote	*génné*	*gén'ké*	*kv*	wrote
4.	drink	drank	*sóo*	*só'kó*	*kv*	drank
5.	sleep	slept	*lávó*	*lávkó*	*kv*	slept

All verbs in C'Lela language transformed into their past tense through a common suffix */kv/*Baba-Waziri, (1992:33), the */kv/* is suffixed at the final syllable of the base as illustrate above.

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Another point of departure in the two languages nouns and verbs inflectional processes is that the English plural marker /S/ is phonologically conditioned (Jamal, 2013:125).Some nouns have identical /S/ plural. Words ending in /y/ preceded by a vowel form their plural by adding /S/, nouns ending in /y/ preceded by a consonant usually drop the /y/ and add (ies) and nouns ending in /o/ preceded by a consonant takes (es). In C'Lela the plural markers are morphemic pre-fix */C/* which mark plural for all regular inanimate nouns and the /*nv*/ suffixfor animate nouns. The /S/ variant markers will be illustrated in the followingEnglish nouns pairs and that of C'Lela:

(E4) English C'Lela

	Singular	**Plural**	**Singular**	**Plural**	**Gloss**
1.	stone	stones	*tááré*	*c'tááré*	stones
2.	egg	eggs	*gyán*	*c'gyán*	eggs
3.	boy	boys	*wá-kémpá*	*yá-kémpá-ná*	boys
4.	monkey	monkeys	*dáptá*	*dápt'ná*	monkeys
5.	body	bodies	*wédé*	*c'wédé*	bodies
6.	fly	flies	*gyŭumŭ*	*gyŭum'nŭ*	flies
7.	tomato	tomatoes	*tómátŭr*	*c'tómátŭr*	tomatoes

From the forgoing, it is obvious that the differences in the two languages could be the source of confusion to the C'Lela native speakers learning English as a second language and vice versa.

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Table 4.1: Presents Areas of Differences

Areas of Differences	English Language	C'Lela Language
Inflectional processes	English language has only two inflectional processes viz: suffixation and suppletion.	C'Lela language has five inflectional processes; suffixation, suppletion, prefixation, zero morpheme and circum-fixation.
Inflectional markers	English language does not have a distinct maker for animate and inanimate noun. The /s/ plural marker apply to both animate and inanimate noun, for instance, the /s/ plural marker transforms (goat, man, stone, book, into plurals as in goats, men, stones and books).	CL'ela language has distinct marker for animate and inanimate noun. For animate noun a suffix '*nv'* is applied at the final syllable of the noun as in: (goat) *gwélé* – (goats) *gwél'né*, (man) *ŭrmŭ* – (men) *ŭrm'n*ŭ and for inanimate noun a pre-fix is applied at the initial position of the noun as in: (book) *vá* – (books) *c'vá*and (stone) *tááré* – (stones) *c'tááré.*
Paradigm (Variation)	English language has five inflectional forms, the baseform, /s/ form, (ing form), (ed1 form) and (ed2 form).	There are three inflectional forms in C'Lela language viz; base form, ing form and ed1 form.
Plural marker (s) and *c* in English and C'Lela languages.	The /s/ plural marker in English is phonologically conditioned.	The /*c/* plural marker in C'Lela is morphologically conditioned.

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4.6 Areas that poseDifficulties to C'Lela speakers learning English as a second Language

It is when students come in contact with a foreign language, the elements that are different in the two languages (that is L1 and L2) would be difficult. Because of the differences in the inflectional processes in the two languages the C'Lela native speaker could have problem when trying to transform the nouns and verbs of English language. The C'Lela students tend to over regularize in all formation to include irregular forms for instance, irregular nouns like (man, woman, children, sheep,baby, fly, body, tomatoes, tooth, foot) are transform into plural as (mans, woman, sheeps, babys, flys, bodys, tomatos, tooths, foots,) and irregular verbs like (go, write, come, sleep, drink, sing, speak, take, bring, break,) are transformed into past tense as(goed, writed, comed, sleeped, drinked, singed, taked, bringed, breaked). Another problem the C'Lela students could face when learning English language is in the (ed2) formation of verbs because this form is absent in C'Lela language.With regard to the (ed2 form) which is absent in C'Lela language, student could face problem in transforming the verb in to its ed2 form. Some student will end up writing nothing because they will be stocked at the end but some student will repeat what they present at the ed1 to stand for ed2. Since, the regular verb takes the same inflection morpheme for ed2. In C'Lela language plural marker for animate is [*kv*] and for inanimate noun is a morphemic prefix /c/ which is not the case in English language.Hence, the C'Lela native speakers learning English as a second language is tended to transform the irregular nouns and verbs through a regular process since that is what is obtainable in C'Lela language.

Similarly, the English native speakers would have problem of applying the inflectional rules of C'Lela language because the inflectional rules of C'Lela language are confusing and it is only the intuitive knowledge of the native speaker that can guide in determining the selection of the appropriate variant of the affixes. For example, the English native speaker in trying to transform

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C'Lela nouns into plurals or verbs in to the various forms, are tended to transform nouns like, *gwélné, c'kátá, c'tááré, gyŭm'nŭ, wédé*into *gwélnés, C'kátás, C'táárés, gyŭm'nŭs, wédés.* This is because English language does not have a distinct marker for animate and inanimate noun. For instance, the transformation of inanimate noun in to their plural form requires a morphemic prefix *'/c/'* which has the variant'/s/'.A non-native speaker will face the problem of choosing the correct variant for a particular set of nouns because the variants of the morphemic prefix '/*c/'* which are '/*c/'* and *'/s/'* follows certain set of inanimate nouns. The '/*c/'* morphemic prefix is applicable to objects that are spiral in nature whilethe'/s/' variant is attach to objects that are slim, thin and lengthy in nature. A non-native speaker, who has no knowledge of this rule, will face the problem ofchoice of the correct variant to apply in transforming the C'Lela noun from singular to plural. The problems could be over generalization of the marker to cut across all inanimate noun in respective of the rule, for example, *'c'cón, c'gyán, c'twéré, c'társŭwá, c'mókló.* Another problem could confuse the learners in application. For example, are 's'*cón, s'gyán, c'twéré c'társuŭwá, c'mókló.* The correct use of the variant is shown below:

For spiral inanimate objects the variant is '/*c/'* such as in word like '*cón'* (ear), '*gyán'* (egg), and slim thin and lengthy inanimate object the variant is *'/s/'* such as in word like '*twéré'* (tail), uv*'tarsuwa'* (needle), and uv*'mókló'* (nail).

Another problem a non-native speaker could face in transforming the C'Lela animate nouns is that all animate nouns take a regular fashion.In transforming the singular to plural form in C'Lela language through the use of an *'/nv/'* suffix is required, because that is the convection. For instance, (goat) – (goats) *gwélé– gwél'né,* (fly) – (flies)*gyŭmmŭ – gyŭmm'nŭ,* (cat) – (cats) *mŭsŭ - mŭs'nŭ,* (dog) – (dogs) *ómó – óm'nó*and (woman) – (women) *nétá – nétá'ná.*

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Table 4.2: Presents the Inventory of Task, In-put Competence and Predicted Areas of Difficulties for C'Lela users of English

Inventory of Task	In-put Competence of C'Lela users of English	Prediction of Areas of difficulties
Suffixation Suppletion Prefixation Zero Morpheme	C'Lela use suffix in forming the 'ing' form of words and in C'Lela, for example, *sóo*(drink) - *sou* (drinking), *yá* (eat) – *yáu*(eating) and so on. Suppletion is an inflectional process used in forming words in C'Lela language. For example, in noun pluralisation words like; (child) *wá* – (children) *áck'ná,* (person) *nócó*– (people) *néh'ná*e.t.e., This process is prominent in transforming the C'Lela inanimate nouns into plurals, for instance, (shoe)*'kátá*– (shoes) *c'kátá*, (ear) *'cón* – (ears) 'c'cón e.t.c. In C'Lela language word	C'Lela native speakers learning English as a second language could have difficulties in the following areas: • Noun transformation from singular to plural especially the irregular formation. • Verb transformation from the base form to the ed1 form. • The ed2 form which is completely absent in C'Lela language

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	formation words like, (water) *m'hó*, (m'tón) *ash*,(bean) *yálá*, (flesh) *námá*e.t.c. stand for both plural and singular form in the language.	
Suffixation	This process is applicable in transforming the C'Lela animate verbs and nouns into past tense for verbs and into plural for animate nouns. **Verb:** (dry) *hósé* – (dried)*hós'ké*(jump)*máká*– (jumped) *mák'ká* e.t.c. **Noun:**(fly)*gyŭumŭ* – (flies) *gyuŭm'nŭ*, (man) *ŭrmŭ* – (*ŭrm'nŭ* e.tc.	
Circum-fixation	This inflectional process is also applicable in word formation of nouns and verb in C'Lela language. For instance, in nouns words like: (girl) *wá'wántá*– (girls) *yá'yántá'ná*, (boy) *wá'kémpá* - (boys) *wá'kémpá'ná* and in verbs	

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	words like: (eat) *yá* – (eating) *ci'yá'kó,* (sit) *sóotá* – (sitting) *d*'sóco.	

4.7Actual Learning Task of C'Lela Users of English

1. . C'Lela native speaker learning English as a second language should learn the inflectional processes that are applicable in word formation of English language viz:suffixation and suppletion.Since in forming word in C'Lela language the processes involve are prefixation, infix, circum-fixation.
2. ed2 form is completely absent in C;Lela language as such it is difficultfor the C'Lela native speakers to extend the variation of English verb to the (ed2 form). So C;Lela native speakers, would have to learn this form to be able to perform efficiency and effectively in English verb transformation
3. They should learn the /S/ plural marker as it relates to the final position sound the /s/ marker is phonologically conditioned), since this is not a feature of C'Lela language inflectional processes.
4. They should also learnthe process involve in irregular formation in English because what C'Lela regard as regular is irregular in English

4.8 Discussions of Findings

From the above results, it can be inferred that English and C'Lela language abound in using inflectionand share some joint properties such as suffixation, suppletion and zero morpheme as well as multiple distinctive differentiation such as pre-fixation, in-fixation and circum-fixation. In the light of such results, the learning path of learners learning English and C'Lela may beminimized. It

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is worthwhile noting that the presence and absence of some structures such as regularity or irregularity in one language should not be regarded or misinterpreted as flaw for one language and strength for another language. The differences in this study are highlighted to reveal feasible difficulties for learning these languages. For instance, English language lend itself to irregular formation in both noun and verb in such words as (woman-women, man-men, child-children, foot-feet, tooth-teeth, go-went, drink-drank, sleep-slept, see-saw, break-broke) e.t.c. and C'Lela language lend itself to regular formation in the animate noun in such word as *'ǫ́m'nǫ́'* (dogs), *'gwél'né'* (gaots), *'mŭs'nŭ'* (cats), *'zŭr'nŭ'* (lions) – e.t.c. the present of irregular or regular formation in languages do not make one language more superior than the other language. All languages have equal level of importance. No language is better than the other it is just a matter of convention (that is what a certain group agreed upon to include as part of their language). The regular formation in C'Lela examples and the irregular formation in the English language examples do not make English language a better language than C'Lela language and vice versa.

4.9 Summary of Findings

This study explored the noun and verb inflectional processes of English and C'Lela languages and the followings are the findings of the study:

1. That English and C'Lela languages are both inflectional languages. Nouns and verbs are inflected using various inflectional processes to transform a noun from its singular to plural form and verb from its present to past form. For instance, English uses suffixation and suppletion in transforming both the verb and noun into plural for nouns and into past tense for verbs.

2. That the two languages shared some inflectional processes in forming words. For instance, the inflectional process suppletion is applied in both languages to form words (see E35).Suffixation is

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applied in both languages to form words (see E36). Zero morpheme is another feature of the inflectional morpheme shared by the two languages (see E37).

3. That, although, they share some inflectional processes, they diverge in some inflectional processes application. For instance, in C'Lela the position of inflectional morpheme is a prefix in nouns while in English suffix is applied on the base word(see E39). The variations in English verb is five (5) but C'Lela has only three (3) (see E 40 and E4). Wordsthat appear in English as irregular take the regular plural marker in C'Lela (see E42). C'Lela has a distinct plural marker for animate and inanimate nouns (see E42). All verbs in CL'ela are transformed into past through a common infix *'k'* but English language achieve this through suppletion as illustrated in (E43). Plural marker (S) in English language is phonologically conditioned while *'C'* plural marker is morphologically conditioned (see E44).

4.That, the discrepancies and presence or absence of some structures between these languages might bring about some degree of difficulties for learners such as over-regularation and underdifferenciation. Thus, a systematic analysis and classification of the differences and similarities can be of remarkable utility in not only predicting but also diagnosing as well as facilitating such errors to be taken into account by the textbook writers and syllabus designers in the selection of the actual teaching materials on the basis of several criteria such as frequency of occurrence and teachability. The textbook writers will divide the language course into time segments, allocating more teaching time to items with high degree of difficulties. Sequencing, that is, the ordering of teaching unit can be most fruitfully based on the result of CA.

Consequently, findings based on CA will sharpen the teachers' eye and equip them for diagnosis; nevertheless instructors' fundamental role in thorough acquaintance and conveyance of CA results must not be underestimated. These insights would enable us to answer question such as,

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how is it that C'Lela student transfer a singular noun or present tense to past tense as it is done in English and vice versa. It should be noted that CA does not suggest a method or technique of teaching; rather it provides raw materials for methodologists, textbook writers and syllabus designers as well as instructors with what of teaching. They will, then, find the how of teaching. It is also asserted that the findings of CA furnished perfect yardstick for selecting testing items, (Lado, 1957: 3).

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CHAPTER FIVE

SUMMARY, RECOMMENDATION AND CONCLUSION

5.1 Introduction

This chapter presents the summary and the main findings of the current study and shall as well set out the direction for further studies. This study has been devoted to nouns and verbs inflectional processes in English and C'Lela languages.

5.2 Summary

The CA of nouns and verbs inflectional processes of English and C'Lela languages carried out in this study revealed the following facts. Both languages share some common features in their inflectional processes as well as several differences. English and C'Lela are synthetic languages because inflection is a common attribute of the two languages. In the light of such findings, the linguistics problem of the C'Lela speakers learning English as second language may be minimized. In other words, through this comparison and contrast, the teacher will be aware of the structure of the two languages and areas of difficulties of the learners in transforming the nouns and verbs of English and vice versa. It is also hoped that the analysis and result of this study would be useful both to teachers and textbook writers of English and C'Lela as a foreign language.

5.3 Conclusion

It was discovered that there is a gap in the mastery of inflectional processes of English language by C'Lela students. In view of the foregoing, the researcher would like to suggest that teachers should employ CA techniques in the teaching of English language, since it is apparent that C'Lelastudents' knowledge of the L1 interferes with the learning of L2. This study has made a distinctive study of the nouns and verbs inflectional processes of English and C'Lela languages. Thus, a CA of the

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inflectional processes of two languages has tried to fill a gap in knowledge by drawing attention to the fact that the acute problem a competent C'Lela speaker will face while learning English as a second language can be minimized. This study focuses on the linguistic description of nouns and verbs inflectional processes of English and C'Lela languages with a view to identifying most especially the differences between the inflectional processes in the two languages. A close looks at the noun and verb inflectional processes of the two languages; show that there are remarkable differences between the inflectional processes of the two languages. For instance, where the same word in the two languagesappears the position of the affix differs; pre-fix in C'Lela appears as su-fix in English. For example, in English (shoe) – (shoes) and in C'Lela *'kata'- 'c' kata).*

Finally, the study has shown a striking distinction between noun and verb inflectional processes of the two languages. This is as a result of the absence of in-fixation, circum-fixation and pre-fixation as inflection processes in English which are present in C'Lela. Thedifferences in the inflectional processes in the two languages are very significant in language teaching and linguistics.

5.4Recommendation

Based on the findings from the analyzed data, the following recommendations are made:

1. Teachers should pay more attention to areas that exhibit points of difference in the inflectional processes of the two languages because this will smoothen the learning path of the second language learners. The C'Lela native speakers should be taught that the English language inflectional processes are mainly suffixes in regular formation and suppletion in irregular formation. The C'Lela native speakers are already aware of the inflectional processes in the C'Lela language as such teachers will have to teach the C'Lela student the inflectional process of English language which are different from that of C'Lela language.

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For instance, C'Lela native speakers' should be taught that nouns/verbs are inflected to express number/tense.

The teacher should use the noun singular and plural pairs of the English language to explain how the English noun plurals are formed,using suffixation which is deferential from the morphemic prefix plural makers of C'Lela language. Similarly the teacher should also illustrate with a good number of examples, how the English regular and the irregular verbs are transformed from the base form to the ed2 form using suffixation for regular verbs and suppletion for irregular verbs. The examples should be matched with those of C'Lela language for proper understanding and to avoid confusion. For instance:

Nouns

C'Lela	**English**
gyán – c'gyán	egg – eggs
kátá – c'kátá	shoe –shoes
ŭvtárswá – s'társŭwá	needle – needles
ómó – óm'nó	dog –dogs
gwélé – gwél'né	goat – goats

Verbs

C'Lela	**English**
sótá – sótká	sit – sat
ésá – és'ká	stand – stood
sóo –sóokó	drink – drank
sépá – sép'ká	sing – sand
géné – gén'ká	write – wrote

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this matching of the C'Lela and the English language singular and plural pairs would make the C'Lela native speakers become aware of the inflection processes suffixation which is similar to the suffix '*nv*' in C'Lelaand they will as well appreciate the suppletion process in English in respect of irregular formation.

2. Students should be taught the inflectional processes of the second language in differentiation from the first language (see Appendix C). So that, they can form acceptable words of the second language.

3. Textbook writers should include in their text, the items identified as different and allocate more exercise and practice time during teaching and learning of such items.

4. Curriculum designers should include the items identified as problem/ difficult to the second language learner in the scheme of work and allocate enough time for proper treatment of the items.

5.5 Contributions of the Present Study

1. Competence and efficiency is the target for every second language learners but they always face challenges and hitches due to the presence of the first language. It is on this basis that the researcher conducted the present study and it is now noteworthy that similarities and differences identified in this study will direct the teachers as to what to include and intensify in the teaching and learning processes.

2. Textbook writers as well as curriculum designers could have insight on what to include in their textbook and curriculum to reflect areas that needed more emphases. Even, C'Lela native students will learn English with ease as they see the difference between the inflectional processesthat exist in the two languages. Armed with the knowledge of the differences in the inflectional processes, the

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C'Lela native speakers will apply the correct affixes in forming acceptable words of English and vice versa.

5.6 Suggestion for Future Research

The study 'A contrastive analysis of nouns and verbs inflectional processes of English and C'Lela languages' to the best knowledge of the researcher, is the first attempt to contrast C'Lela and English language. It is anticipated that the study will serve as a useful guide for future researchers. Some of the critical aspects of inflectional morphology of the two languages that awaits further study and exploration include the following:

1. This study has not fully dealt with all the inflectional aspects of the two languages, therefore, a contrastive study of the adjective, pronoun and adverb inflectional processes in both languages would be an interesting area to consider in future.
2. A thorough comparative study of derivational morphology of C'Lela and English languages may provide some insight into the morphology of the languages.
3. A contrastive study of the morphology of C'Lela and English languages would also be an interesting area for future study.

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APPENDIX A

Corpus Data Research Instruments (CDRI)

NOUNS LIST

	English	C'Lela
1.	Dog	*ómó*
2.	Egg	*gy`án*
3.	Stone	*tăárĕ*
4.	Tongue	*reme*
5.	Mouth	*nwa*
6.	Bone	*tĕlĕ*
7.	Girl	*wa'wăntă*
8.	Boy	*wă'kempă*
9.	Hand	*kómă*
10.	Beggar	*kă'kóna*
11.	Needle	*uv'tărsŭwă*
12.	Nail	*uvmókló*
13.	Master	*ka'nŭbŭ*
14.	Year	*wĕ*
15.	Month	*pĕetĕ*
16.	Head	*hi*
17.	Book	*vă*
18.	Star	*kĕbĕ*
19.	Tail	*twĕrĕ*

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20. Seed	*gó*
21. Horn	*kăarə̲*
22. Name	*di̲no̲*
23. Tree	*cə̲*
24. Ear	*cón*
25. Mountain	*sə̲mə̲*
26. Cat	*mŭsŭ*
27. Farm	*bělă*
28. Sand	*mămă*
29. Brain	*kŭlə̲*
30. Cloud	*wěcě*
31. Pepper	*cə̲ə̲tă*
32. Bean	*yálă*
33. Lion	*zŭrŭ*
34. Goat	*gwə̲lə̲*
35. Person	*nócó*
36. Foot	*dăskó*
37. Man	*ŭrmŭ*
38. Tooth	*ni̲nó̲*
39. Woman	*nětă*
40. Thief	*hîvî*
41. Louse	*kó̲rkó̲tó̲*
42. Child	*wă*
43. Body	*wə̲də̲*

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44. Knife	*vănă*
45. Cow	*năamă*
46. Ash	*m'tǫ́n*
47. Fly	*gyŭumŭ*
48. Sheep	*kyǫ́omǫ́*
49. Water	*m'hǫ́*
50. Fish	*gĕnĕ*

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APPENDIX B

Corpus Data Research Instruments (CDRI)

Verbs List

	English	C'Lela
1.	Rest	*hwérá*
2.	Bark	*tén̲ŏ̲*
3.	Dust	*pé̲zgá*
4.	Hunt	*hŏbá̲*
5.	Kill	*hwá*
6.	Die	*wá̲*
7.	Walk	*hágcŭ*
8.	Talk	*lálkŏ̲*
9.	Want	*tŏ̲nŏ̲*
10.	Shout	*ŭ̲vŭ̲*
11.	Scare	*gé̲lá*
12.	Jump	*máká*
13.	Dry	*hŏsé̲*
14.	Cry	*kángá*
15.	Hear	*hŏngá*
16.	Say	*zé*
17.	Lie	*lá̲tá̲*
18.	Laugh	*námsá*
19.	Pray	*cépká*

-

20. Play	*hétté*
21. Dance	*hévŏ*
22. Pick	*dágá*
23. Look	*gŏtŏ*
24. Cook	*pétá*
25. Wash	*gŭzŭ*
26. Go	*nóóká*
27. Drink	*sŏo*
28. Eat	*yá*
29. See	*héné*
30. Know	*nápá*
31. Sleep	*lává*
32. Swim	*hogo*
33. Come	*noká*
34. Sing	*sépá*
35. Run	*kwévé*
36. Fly	*bŭgŭ*
37. Give	*nésé*
38. Sit	*sŏotá*
39. Speak	*dámá*
40. Catch	*káámá*
41. Beat	*bŭgáá*
42. Stand	*ésá*
43. Think	*kékbá*

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44. Tell	*vátá*
45. Bite	épé
46. Burn	*tŏká*
47. Fall	*hwáyá*
48. Break	*gédá*
49. Cut	*gétá*
50. Put	*délé*

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APPENDIX C

SAMPLE LESSON

Class	JSSI
Subject	English
Topic	Difference between the noun inflectional processes of English and C'Lela languages (Singular/Plural)
Method	Discussion
Step 1	Students to mention objects/things they see in their surroundings, home and school e.t.c. while teacher writes them on the board. For instance, shoe, knife, tree, book, broom e.t.c.
Step 2	Teacher asks the students to mention the names of these items in their language that is C'Lela, while the teacher writes them on the board. For instance, (broom) – *veso,* (knife) – *vana,* (shoe) – *kata,* (tree) – *ce,* (book) – *va e.t.c*
Step 3	Students to say how they call these items in C'Lela language, if they are more than one. For example, they will say: (brooms) – *s'veso, (*knives) – *s'vana,* (shoes) – *c'kata,* (trees) – *s'ce,* (books) – c'va e.t.c.
Step 4	Teacher would lead the students to present the English singulars/plurals equivalent of C'Lela language. This is to illustrate to the students how nouns are inflected in English which is different from how nouns are inflected in C'Lela language to express number. Example below: **C'Lela** **English** **Sgl** **Plr** **Sgl** **plr** *Veso* *s'veso*broom brooms *Vana* *s'vana* knife knives *Kata* *c'kata* shoe shoes *ces'ce* tree trees *va* *c'va* book books
Step 5	The attention of the students should be drawn tothe fact that the marker for pluralisation in C'Lela language is a prefix while that of English is a suffix as can be seen in the above examples.
Step 6	The teacher asks the students to copy the C'Lela and the English singular/plural pairs in their exercise books and study the pairs.
Step 7	Assignment:The teacher instructs the students to make list of ten to twenty items and write their plurals in English and C'Lela.

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Class	JSSII
Subject	English
Topic	Difference between the noun inflectional processes of English and C'Lela languages (Singular/Plural)
Method	Discussion
Step 1	Teacher should lead the students to say out the items on their home work list. Ten to twenty words could be use from all the students' lists. Teacher could write the words on the board or volunteering student to do the writing. The list on the board is to be use for illustration in class.
Step 2	The teacher asks the students to say the plurals of the words which are written on the board. The teacher now writes the plural against each word whether the plural is correct or not.
Step 3	Teacher now make correction of wrong pluralisation of words, for instance, words that are irregular and the students present them with the regular suffix (s).
Step 4	Students should copy the corrected work from the board and study them.
Step 5	Assignment:students should practice with more words and bring them to the class for discussion.

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